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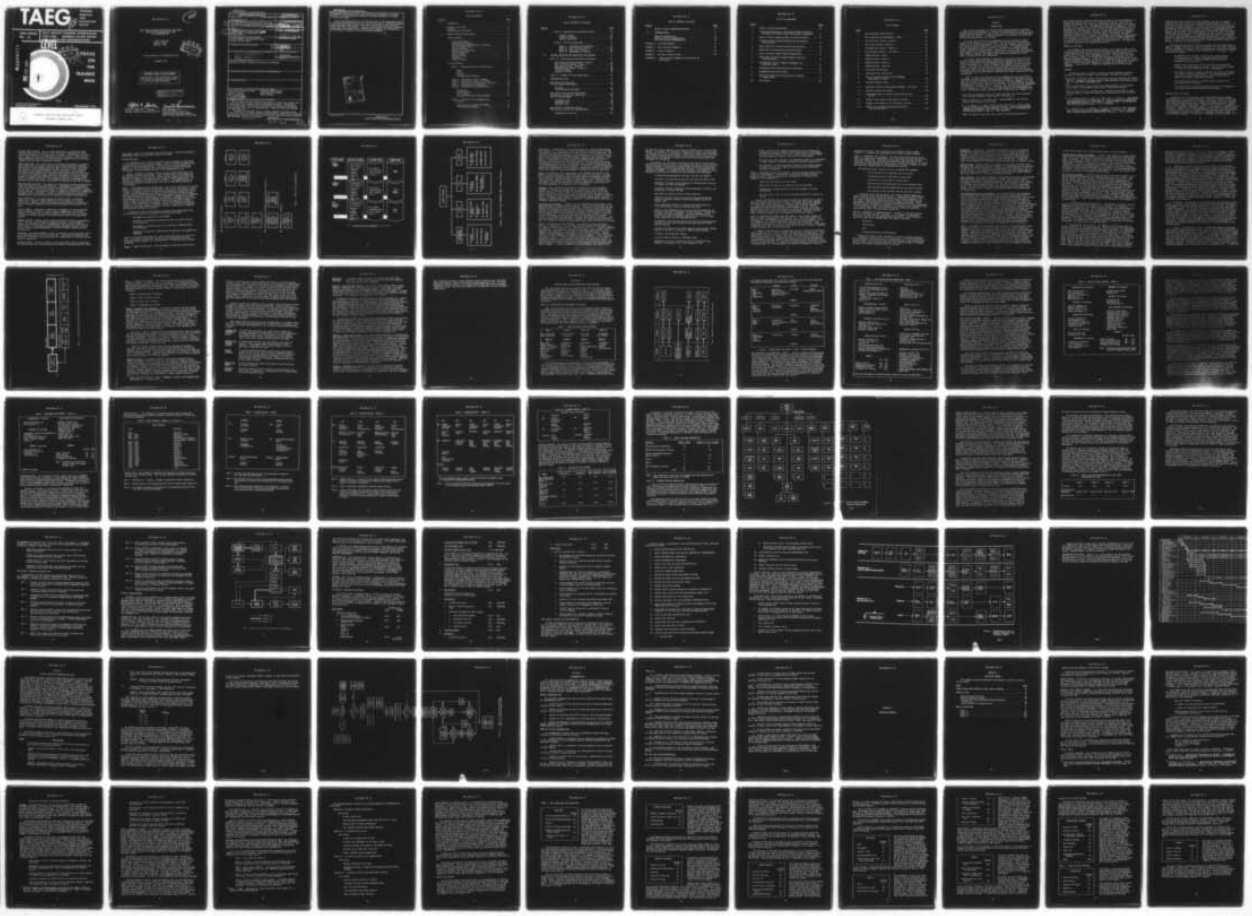

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TAEG REPORT NO. 67

NAVY RECRUIT TRAINING OPTIMIZATION, POST-1980: TRAINING SYSTEM DESIGN AND A PLAN FOR IMPLEMENTATION

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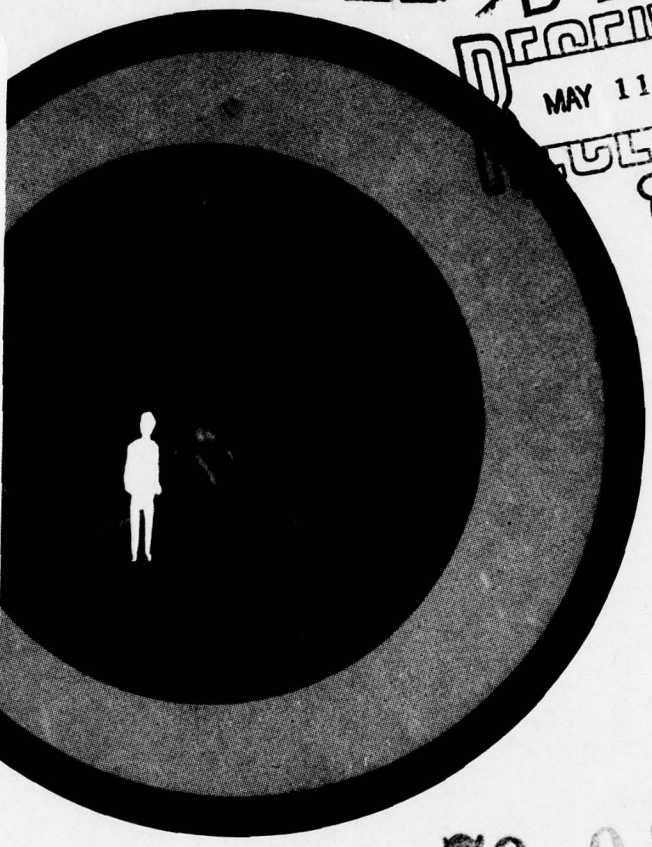

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TRAINING ANALYSIS AND EVALUATION GROUP

ORLANDO, FLORIDA 32813

TAEG Report No. 67

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NAVY RECRUIT TRAINING OPTIMIZATION, POST-1980: TRAINING SYSTEM DESIGN AND A PLAN FOR IMPLEMENTATION

D Robert Copeland
James M. Henry
Dorothy V. Mew

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Training Analysis and Evaluation Group

December 1978

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This report concludes phases two and three of a three phase project conducted under TAEG's Recruit Training Optimization project. It provides a curriculum design, a description of the optimal curriculum with guidelines for training, and a plan for implementation. Phase one effort was reported by TAEG Report #34.

Essentially the design utilizes a systems approach to provide a four phase modularized curriculum addressing administrative processing and training

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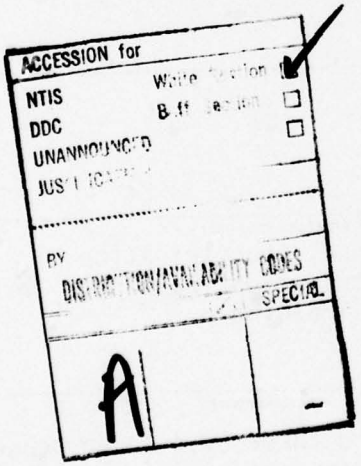
preparedness, military training, Navy training and detachment and transfer training. A unique adaptive screening and training procedure is included in the initial phase.

The curriculum provides for training evolutions to be accomplished within a framework approximating fleet daily routine with specific attention directed toward promoting understanding of the place and function of the individual within the overall Navy system. Emphasis is placed upon developing individual preparedness and responsibility in meeting Navy standards as a prerequisite for a variety of follow-on training and duty assignments.



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SECTION I

INTRODUCTION

Navy recruit training is the largest single purpose program in the Naval Education and Training Command. It accounts for approximately 55 percent of the training man-hours devoted to first term enlisted training involving approximately 100,000 trainees annually.[1] The major purpose of this program is to orient and indoctrinate new personnel into the Navy.

In recent years recruit training managers have had to respond to rapid changes in the length of recruit training. This has resulted in an unstable curriculum and training environment. Due to the rapid changes, there have been only limited resources devoted to long term planning. This problem has been further compounded by dollar restrictions, the impact of a rapidly changing society, and the all-volunteer force. Accordingly, in April 1975[2] the Chief of Naval Education and Training (CNET) directed the Training Analysis and Evaluation Group (TAEG) to conduct a multiphase study addressing optimization of Navy recruit training for the post 1980 period.

The initial phase developed an assessment of the current (1975-1976) Navy recruit training program and future training requirements based upon on-site analysis at the Recruit Training Commands (RTCs), selected "A" school visitations, involvement at all levels of command, and feedback from the operational forces[3]. This work also identified social, political, and economic factors which could impact on future enlisted trainees entering recruit training. A conceptual recruit training model was developed that would allow Navy managers to prioritize training topics based on direction from higher authority and fleet requirements.

Based, in part, on the findings and the conceptual design of the initial TAEG study, the CNET established a task group to develop a "zero-based" recruit training curriculum and reduce the training time from 9 to 8 weeks.[4] This task group was chaired by the Chief of Naval Technical Training (CNTECHTRA), N-6 with representatives from CNET, the RTCs, and the TAEG. The curriculum was implemented by CNTECHTRA on 2 February 1977. In addition, the task group was directed to develop options for a 7 week recruit training program to be implemented during FY 79. The TAEG was further directed by CNET to participate as a member of an

[1] Navy Resource Management System for Fiscal Year 1977, Per Capita Data Base, Chief of Naval Technical Training (N-53), Millington, TN.

[2] CNET ltr Code 33 of 21 Apr 1975, Subj: Proposed POA&M for the Training Analysis and Evaluation Group (TAEG).

[3] D. R. Copeland, J. M. Henry, Dorothy V. Mew, and Curtis C. Cordell. Navy Recruit Training Optimization, Post-1980, Phase I: Current Assessment and Concept for the Future. TAEG Report No. 34. May 1976. Training Analysis and Evaluation Group, Orlando, FL 32813 (AD026528)

[4] CNET ltr Code N-211 May 1976, Subj: Recruit Training Program Revision.

ad hoc team chaired by the Deputy Assistant Secretary of the Navy (Manpower) to evaluate Navy and Marine Corps recruit training and prepare a report for the Secretary of Defense. This report was submitted to the Secretary of the Navy on 21 April 1977.[5] Initially, a continuation of TAEG tasking centered on "closing the loop" on designing a Navy recruit training program and developing a plan for implementation. However, as a result of the task group effort and continuing initiatives by CNET, CNTECHTRA, and TAEG, concern was indicated for addressing additional issues of the recruit training system. Accordingly, the CNET[6,7] expanded the TAEG effort to include: (1) assessment and options for Navy apprentice training,[8] (2) selection and training of Navy Recruit Company Commanders,[9] (3) incremental cost analysis of average-on-board trainees at RTC Orlando, and (4) preparation of Training Division Officers assigned to RTCs. The latter two studies are scheduled to be completed during FY 79.

PURPOSE OF THE STUDY

The purpose of the present study was twofold: (1) to design a Navy recruit training system to meet the needs of the Navy during the 1980s and (2) to provide an optimized recruit training curriculum, a revised standard organization to support the curriculum, and an implementation plan. The object of this effort was to propose, in detail, an optimal curriculum and an appropriate plan for managing recommended changes. In addition, a mechanism was developed for considering alternatives to the optimal plan in the event that changes would be required based on direction from higher authority or to meet future changes for fleet readiness. To provide this, a method for suboptimizing the curriculum was developed.

APPROACH

The ongoing review of studies, directives, and correspondence impacting upon recruit training from Phase I was continued. The scope of interviews

[5] Department of the Navy, Office of the Assistant Secretary (Manpower and Reserve Affairs). Secretary of the Navy Review of Navy and Marine Corps Recruit Training. 21 April 1977. Washington, D.C.

[6] CNET ltr Code N-211 of 24 Oct 1977, Subj: Training Analysis and Evaluation Group, Phase II Study Governing Navy Recruit Training Optimization.

[7] CNET ltr Code N-211 of 19 Jan 1978, Subj: Expansion of the Phase II Study for Navy Recruit Training, Post-1980 by the Training Analysis and Evaluation Group.

[8] D. R. Copeland, Dorothy V. Mew, J. M. Henry, and T. F. Curry, Jr. Navy Recruit Training Optimization, Post-1980 Phase II; Current Assessment and Options for Navy Apprentice Training. TAEG Report 53. February 1978. Training Analysis and Evaluation Group, Orlando, FL 32813 (ADA053007)

[9] T. F. Curry, Jr., D. R. Copeland, J. M. Henry, and Dorothy V. Mew, Selection and Training of Navy Recruit Company Commanders. TAEG Report 62. September 1978. Training Analysis and Training Group, Orlando, FL 32813 (ADA062647)

conducted with fleet personnel and those throughout the chain-of-command involved with recruit training was broadened and conducted in more detail. To ensure that the best features of all services would be utilized, the current basic/recruit training programs of the other services and the Coast Guard were monitored and their plans for the future reviewed. The development of the recruit training system and the construction of the optimal curriculum placed emphasis upon training to individual readiness to meet a variety of follow-on training and duty assignments. A systems approach was utilized in developing the recruit training program and constructing the curriculum. The training goals were identified and training strategies developed to produce a curriculum design. Prioritized training objectives were placed sequentially within the design to provide a training curriculum.

The design for the recruit training system has taken into consideration a number of concepts which the Navy considers essential to its mission. Many of these are embedded in tradition. Also, assumptions and constraints which impact on current and future training have been accounted for in the design. These include the following:

- The manpower pool is finite. There will be a requirement to utilize a greater percentage of marginal personnel from the all-volunteer force. Training strategies must necessarily accommodate these individuals.

- Recruits of the future will differ from those of the past and present, reflecting changes in society. This will require changes in training to adapt individuals to Navy requirements.

- The entering recruit is subject to ethical and cultural shock which can inhibit learning and performance. The training system should minimize this impact during transition from civilian life to recruit training and to follow-on training.

- The training must provide a learning situation related to the operational/fleet environment.

- The training should initiate the modification and reinforcement of trainee attitudes considered desirable by the Navy.

ORGANIZATION OF THE REPORT

In addition to this introduction, the report contains five sections, four appendices, and a separate supplement. Section II presents the training system design and procedures used to develop the system. Section III provides the optimal curriculum outline, the framework for conducting recruit training, and a proposed standard organization. Included in this section are proposed daily training schedules and weekend routines. This section is supported by two appendices. Appendix A, Curriculum Addenda, provides the mission and approach to training, special topics of command interest, and module descriptions to aid in development of instructional materials. Appendix B presents a sample of Topic Worksheet Summaries. In addition, a supplement has been provided. It is

a complete set of Topic Worksheet Summaries for the optimized curriculum. It is published separately and has been prepared for staff personnel concerned with details in the development of curriculum outlines and lesson plans. Section IV provides to Navy managers a Navy Recruit Training Implementation Plan. In the preparation of this plan, various sources were reviewed, specifically OPNAVINST 1500.8H and OPNAVINST 5310.13. Section V presents techniques for developing alternatives to the proposed recruit curriculum. Section VI offers recommendations for near-and long-term actions to update recruit training. Appendix C includes data on projected recruit input population and economic factors. Appendix D, Curriculum Historical Data, provides information on the Navy recruit training curricula from 1944 through 1978.

SECTION II

RECRUIT TRAINING SYSTEM DESIGN

This section proposes a training system design for optimizing recruit training in the post-1980 period. Described are the rationale upon which the design is based, the systems procedures used to develop the curriculum, and the resultant curriculum model.

The design effort centered on clarifying the goals of recruit training, identifying appropriate subject matter content, and devising training strategies to carry out the training goals. Emphasis is placed throughout in structuring the proposed curriculum in accordance with the "person-place-function" concept described in detail later in this section.

DESIGN RATIONALE

The analysis of the ongoing recruit training system and a comparison with anticipated requirements identified a number of elements critical to the training system of the future. These influential factors have been considered in the design. A discussion of each follows.

QUALIFYING PROGRAM. Recruit training should be a qualifying program based in part upon (1) requirements for promotion to E-2/E-3 and (2) the extent to which Naval standards training can be provided after recruit training, either in Apprentice or "A" school training. This includes requirements listed in NAVPERS 18068D.[10] The curriculum should contain no significant duplication of Apprentice or "A" School specialized training curricula, but all requirements for promotion to E-2/E-3 should be formally administered prior to eligibility for promotion. The assumption is made that those requirements should be completed by recruit training because follow-on training is primarily concerned with meeting occupational standards. This rationale is also based upon the fact that within 6 months after enlistment, the majority of recruits are promoted to E-2 with no formal training requirement other than completion of recruit training.

MODULARIZED CURRICULUM. The curriculum should be arranged in modular blocks containing interrelated instructional sequences to assist both the course management and the learning process. Each instructional sequence should provide a progressive series of learning tasks gradually increasing in level of difficulty.

REALISM/CREDIBILITY/RELEVANCY OF TRAINING. The curriculum should provide training which is relevant to the operational environment via a daily routine approximating standard fleet operation. The curriculum should prepare the recruit for follow-on duties and should have requisite face validity. A realistic preview of each training phase should be included to communicate what is required of the trainee and the purpose of training.

[10] Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards, NAVPERS 18068D. Section I, pp. 5-14.

CRITICAL SUBJECT MATTER. The curriculum should place in perspective those training areas which are critical in the sense that incompetence will place either the individual or the organization in danger. This includes such training as safety and security of the person as well as the Navy. Such critical training should be given priority and receive more emphasis than less critical elements which are given introductory treatment.

SMOOTH TRANSITION. The training should be designed with gradually increasing expectations from the trainee, starting with the processing and orientation which provide for the immediate physical needs of the individual, orientation into the Navy, and the development of positive motivation. This should be followed by a more demanding, closely supervised military training period. The latter training phases should provide an environment similar to that found in the fleet or technical school, where the individual will be given greater freedom of movement and be expected to display individual initiative, responsibility, and self-discipline. The training should end with detachment and transfer training which prepares the seaman for reporting to the next assignment.

GOOD ORDER AND DISCIPLINE. The conduct of training must promote self-discipline rather than reaction to enforced discipline. Development of interdependence of the trainee and training staff should be encouraged through emphasis on the need for good staff and trainee relations in support of each other to accomplish the Navy mission. A program which fosters a cooperative rather than a competitive atmosphere should be followed. Learning by imitation should be utilized as a learning tool by providing "good" staff examples to emulate (see appendix A).

CAREER PERSPECTIVE. A balanced program of lectures, media, and personal counseling is required to show trainees where and how they fit into the overall Navy. Emphasis should point toward career orientation as opposed to a one-hitch concept, regardless of later decisions made by the trainee or the Navy.

SPAN OF CONTROL. Allocation of numbers and assignments of training personnel should essentially provide (1) span of control commensurate with trainee progress, (2) maximal use of personal talents and abilities, and (3) greater visibility of officer personnel for improved quality control and operational realism.

PROGRESS TESTING. Progress testing should include both written and performance tests. Also use should be made of inspection records. Type and depth of testing and evaluation should be dependent upon the nature and criticality of subject matter. A performance rating evaluation procedure should be utilized to aid in measuring the development of critical attitudes, desirable traits, and behaviors.

COUNSELING. An ordered academic, career, and personal counseling program should be an integrated part of the training process. Individual accountability and promotion of individual and group success for accomplishment of the Navy mission should be emphasized.

PHYSICAL FITNESS. Physical fitness as a duty requirement should be emphasized. An organized physical training program with gradually increasing physical fitness

requirements should be incorporated into the curriculum. Alternative methods of maintaining fitness, once acquired, should be provided.

CURRICULUM DESIGN

The remainder of this section is devoted to the procedures for optimizing training and the resultant curriculum model. Figure 1 outlines the major steps involved in the total system design. The process involves three major components: (1) curriculum design, (2) curriculum outline, conduct of training and standard training organization, and (3) the implementation plan.

Blocks 1 through 9 of figure 1 outline the curriculum design process and the resultant training system model. Each of these blocks in the process are described in detail in this section. Blocks 10 and 11 specify the curriculum outline, the conduct of training, and the standard training organization. The details are discussed in section III of this report. The implementation for institutionalizing the training design, block 12, is described in section IV of this report.

BLOCK 1: DETERMINING RECRUIT TRAINING GOALS. The initial requirement in training design is the identification of the purpose or goal of the training to be accomplished. As opposed to technical training which emphasizes occupational skills, recruit training encompasses a variety of training functions related to understanding and developing capability to meet Navy standards which are the foundation for achieving follow-on occupational skill competency. Imbedded within these Navy standards are job related elements which continue throughout a Navy career. Figure 2 shows the relationship of some of these to primary and collateral duties as career progression is achieved. The training functions required to accomplish this initial level of training include: (1) providing for physical needs; e.g., berthing, medical procedures, physical fitness and (2) screening out individuals unsuited to the Navy.

An analysis of each of the training functions to be accomplished by the RTCs yields three major training goals and one nontraining goal:

- Development and motivation of the PERSON
- Conveyance of information describing the Navy as a PLACE in which to live and work
- Development of collateral duty skills required to FUNCTION within the job setting
- Completion of processing, administrative procedures, and adaptability SCREENING.

Figure 3 illustrates these goals and content topic areas which are typical of each. These goals form the basis for the curriculum structure and are a continuous theme throughout the training period. Training goals are defined as follows:

Person. A major training goal is the development of the new accession into a

- CURRICULUM DESIGN - SECTION II

BLOCK 1
DETERMINE TRAINING GOALS

BLOCK 2
DEVELOP TASK INVENTORY

BLOCK 3
SELECT TASKS TO BE TRAINED

BLOCK 4
PRIORITIZE TASKS AND TOPICS

BLOCK 5
DETERMINE TRAINING TIME ESTIMATES

BLOCK 6
PERFORM LEARNING ANALYSIS

BLOCK 7
DETERMINE TRAINING SEQUENCE AND STRUCTURE

BLOCK 8
DETERMINE EVALUATION PROCESS

BLOCK 9
PROVIDE TRAINING SYSTEM MODEL

- TRAINING CURRICULUM AND ORGANIZATION FOR TRAINING - SECTION III

BLOCK 10
PROVIDE CURRICULUM OUTLINE AND CONDUCT OF TRAINING

BLOCK 11
PROVIDE STANDARD TRAINING ORGANIZATION

- IMPLEMENTATION PLAN - SECTION IV

BLOCK 12
PROVIDE IMPLEMENTATION PLAN

Figure 1. Recruit Training System Design

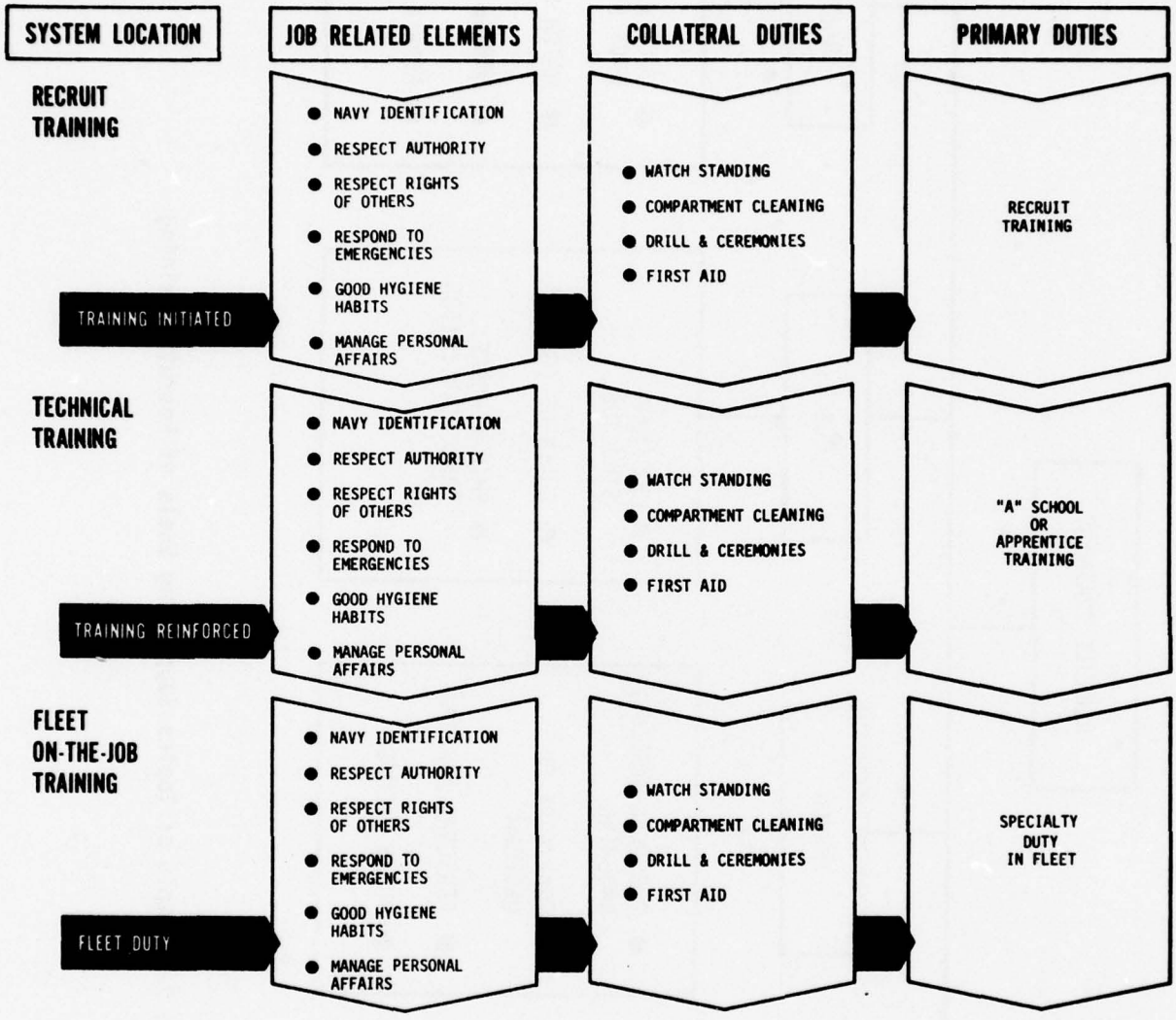


Figure 2. Continuing Relationship of Job Related Element Training to Collateral and Primary Duties During Career Progression

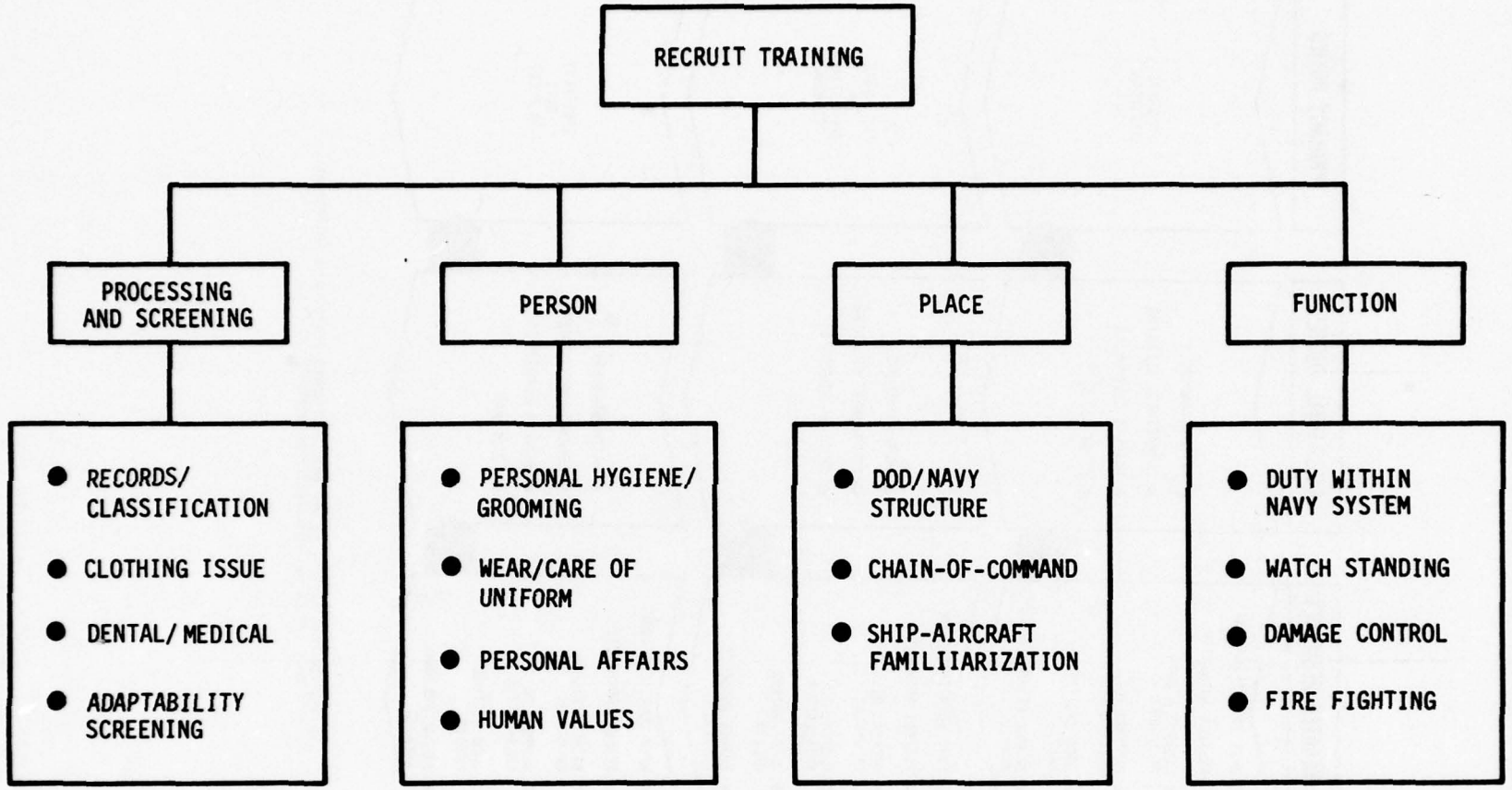


Figure 3. Sample of Topics Supporting Goals of Recruit Training

Navy person. The objective of this training goal is to promote identification with the Navy; i.e., to get the trainee motivationally identified with the Navy. Those aspects of the Navy which differ from civilian life are pointed out. The trainee is provided with information and procedures for the care of his person and uniform in conformance with Navy customs, traditions, and standards. Information is transmitted to enable the trainee to handle personal and financial affairs in such a way as to cause minimal interference with work habits. Included are leave, earnings, and career benefits. Adaptive and/or enrichment training may be given to assist the trainee in coping with and benefiting from living and working in the Navy environment. The rules and regulations governing behavior and consequences of the individual's appearance, behavior, and interaction with others for the accomplishment of the Navy mission are emphasized.

Place. The purpose of this training goal is to introduce the trainee to the Navy as a social institution within which he/she will live and work. Included is a picture of the physical layout of various working environments (building, ships, aircraft), Navy terminology, and nomenclature. Also included are the rate and rating structure and officer ranks and recognition. The place of the individual in the overall Department of Defense (DOD), Navy organization, and the interrelatedness of the overall system is explained.

Function. This training goal provides an introduction to (1) the purpose (mission) of the Navy as a system, (2) the functions of various system components, and (3) a concept of how the individual's duties will fit into the overall functioning of the system. The curriculum explains the tasks of nonrated personnel and transmits knowledge and develops skills related to collateral duties. Included in these duties are fire fighting, damage control, security procedures, watchstanding, and basic seamanship. Actual practical experience is offered in work party routines.

Processing and Screening. In addition to the three major training goals is the nontraining goal of processing and screening. Recruit training provides for the immediate physical needs of the new accession. Clothing is issued and stenciled, quarters are assigned and medical/dental checkups and corrections accomplished. Records are initiated and maintained which relate information about the trainee for the benefit of both the individual and the Navy. Pay records are initiated and funds disbursed. Future duty locations are assigned and travel orders issued. Also included are detachment, transfer, and reporting procedures. This task block begins the essential task of adaptability screening, the objective of which is to identify trainee attributes which might prevent completion of training.

BLOCK 2: DEVELOPING THE TASK INVENTORY. The majority of Navy shore based training is conducted to supply the operational environment with personnel who are capable of performing a specific occupational skill; e.g., radiomen, signalmen, or machinists. This technical training is based upon a task inventory which is compiled from an analysis of a job which can be broken down into its various components and duplicated to some degree in the training situation. However, there is no single immediate job model for recruit graduates. These trainees go to different levels of follow-on technical training (either to an "A" School or Apprentice Training). Once assigned to the fleet, they perform the duties of nonrated personnel--duties which are collateral to the occupational duties, and which, because of differing ship/activity characteristics, vary from one assignment to another. In fact, a number of the tasks trained at the recruit level

may never be directly observed in the fleet job setting but are critical nevertheless. For example, if a shipboard accident occurs, there is no substitute for knowing basic first aid procedures. Another ever present recruit training task is that of motivating the trainee in such a way as to aid the process of identification with the Navy, thereby facilitating the learning process and subsequent job performance.

Since there is no "job model" upon which to base recruit training tasks, methods other than job task analysis were necessarily used to derive the training task inventory. The approach to identifying training tasks placed heavy reliance on the experience of knowledgeable personnel in the operational and training environments. To develop the task inventory, a requirements list was generated by utilizing the following available documents and techniques:

- A review of the Department of the Navy Five Year Plan (DNFYP).
- A review of the existing and previous curricula from 1944 to 1977.
- Observation of recent recruit graduates in the Apprentice Training, "A" School, and fleet environment.
- A review of relevant literature including documents, forecasts, and projections by the Navy and DOD.
- Observation of ongoing recruit training activities.
- Interviews utilized as part of a survey of the operational job setting. Personnel contacted ranged from graduate recruits to command level.
- Q-sort technique utilized for selection and prioritization of curriculum content by fleet and training personnel.
- Results of the CNTECHTRA Recruit Training Task Group Workshop consisting of personnel knowledgeable in the training of recruits and the duties of recruit graduates. The group consisted of Navy officers and senior enlisted personnel as well as civilian educational specialists and learning psychologists.
- A comparison of the existing course curriculum and training process with those of other DOD services and the Coast Guard for basic/recruit training.
- A review of the Basic Military Requirements Training Manual, NAVTRA 10054-D for E-2 and E-3 for the U.S. Navy and Naval Reserve.
- A review of the Bluejackets' Manual.
- A review of Naval Orientation, NAVEDTRA 16139G.
- Objectives for recruit training set forth in the DOD Military Manpower Training Report for FY 1974 through FY 1978.

- Manual of Navy Enlisted Manpower and Personnel Classification and Occupational Standards, NAVPERS 18068D (Requirements for Advancement to E-2/E-3) which implies that basic military training qualifications have been completed as part of the recruit training process.

- An analysis of social indicators and population trends, U.S. Departments of Labor, Commerce, and Health, Education and Welfare (appendix C).

- The expertise of training personnel rotating to the training command from the fleet and their input to the curriculum for maintaining currency of information.

BLOCK 3: SELECTION OF TASKS TO BE TRAINED. Utilizing the many sources listed, a task list was generated. Each task was converted to statement form and placed on a card. These cards were given to supervisors of recent recruit graduates with instructions to:

- Delete the tasks which are not performed.

- Make a list of tasks not on cards but which are performed.

- Recommend any changes required in the task statement as written on the cards.

- Sort the cards in order of their considered importance to success on the job.

The task list derived from the above procedure was essentially the same as that stated within the existing curriculum. Curriculum topics have remained relatively stable since World War II with minor content changes (see appendix D). Priorities and training emphases, however, have varied considerably, accompanied by a trend away from hands-on performance training. Thus, the question was raised, "Is the future payoff in recruit training more related to what is trained or to how the training is accomplished?" Analysis indicated effort should be weighted toward improvement of the training process.

BLOCK 4: PRIORITIZING TRAINING TASKS AND TOPICS. A team of Navy experts was used to further corroborate the training task list. This group chaired by a representative from CNTECHTRA and composed of training staff personnel, curriculur developers, and learning specialists selected from existing task lists those tasks which should be trained by determining task criticality. Tasks were categorized under topic and subtopic titles and prioritized in order of importance to the individual and to initial fleet duty.

A number of training topics subsumed under recruit training are directed by higher authority; e.g., driver training, drug education, and human goals. Since Navy recruit training is the most logical and least costly training location to address these topics, the consensus was that this training be included as part of the optimal curriculum. Judgment with regard to the relative importance of directed training was exercised in the prioritization of the content and allocation of time for training. The CNTECHTRA task group members individually arranged curriculum topics (to include subtopics and behavioral statements of training

objectives) in order of their importance and assigned a priority number 1 through 5. A consensus was then obtained and a priority number assigned.

BLOCK 5: DETERMINING TIME ESTIMATES. Once the curriculum content was prioritized, the judges made a determination as to the optimal time period required to teach each content area. Each topic was assigned a training time interval indicating a minimum and maximum time suited to teaching the subject. An optimal time (the best representation of the time values as set by all judges) to train that particular subject matter was determined and assigned.

The following factors served as a basis for making time judgments:

- The prioritized list of approved curriculum topics
- An estimated level of proficiency for each topic
- Experience in training same or similar topics
- Predicted quality and characteristics of the personnel input
- Time required to perform administrative and support functions
- Time required to move trainees from one location to another.

In addition to the training topics, the training program encompasses a number of administrative and processing tasks. These functions were analyzed and a fixed time period allotted to conduct these standard procedures. To this time (in hours) were added time for the initial training that included bunk makeup, uniform wearing and training unit movement evolutions. Also, added was time for adaptability testing and training and practical job experience. The time required to conduct the program in its entirety is the cumulative total of all content topic areas, plus time required for processing, practical experience and direct training support evolutions.

BLOCK 6: PERFORMING THE LEARNING ANALYSIS. In order to structure learning activities and devise optimal strategies, it was necessary to categorize the type of training for the appropriate topic and task. Recruit training topics and tasks can be subsumed under four types of training:

- Orientation
- Indoctrination
- Skill
- Attitude modification and development.

Categorizing training topics and tasks as to type of training required; i.e., orientation, indoctrination, skill acquisition, or attitude modification and development, significantly aided in determining where in the training cycle certain content should be placed, how much time should be devoted to training the topic, and how the learning should be evaluated.

Orientation. Orientation is conducted by the Navy to provide a motivational background for entering Navy personnel. The training serves the purpose of getting the trainee "identified" with the system as an operating entity. In addition, the trainee is provided with a map of the physical and functional context into which his/her tasks will fit, thus forming an associative background which can be related to the tasks to be learned later. Orientation topics are introduced for informative purposes and should not be formally tested.

Indoctrination. Indoctrination is the process of providing information which, because of the criticality, must be "stamped in" or impressed upon the individual as opposed to the mere introduction or acquaintance with content as in orientation training. This includes the duties of the sentry, Navy regulations, and safety and security information. The subject matter receives greater emphasis than that classified as orientation and should be tested.

Skill Training. Skill training emphasizes performing tasks which can be observed and measured by some behavioral indices. The Navy should restrict recruit training to those skills which Navy personnel will require early in the first assignment to follow-on training and the fleet. This centers on tasks common to all personnel such as damage control, fire fighting, first aid, and general drills. The training of these topics and specific tasks should receive major emphasis and the recruit's progress should be monitored via performance and/or written tests.

Attitude Modification and Development. Attitude modification and development is an important side benefit of the recruit training regimen rather than a direct training task. Depending on the background and capability of the entering recruit, training procedures are designed to bring about a reinforcement or initial development of attitudinal concepts considered important to the Navy. These are part and parcel of Navy tradition and of "good" Navy personnel; e.g., ethical standards, good order and discipline, and patriotism. Attitude modification is not something that can be only taught in the classroom, but results more from the total environment of recruit training. Recruits develop attitudes not only from academic instruction but from the attitude demonstrated by the Recruit Training Instructor (RTI). More than any other individual, the RTI is the model that the recruit perceives as "the Navy." Recruits as well as sailors in the fleet have a tendency to imitate their leaders. Therefore, the training effort relating to attitudes will in a majority of cases be accomplished by the way in which training is conducted and training personnel deal with the trainee. Evaluation of attitudes should not be formally tested but evaluated by the training staff and corrective actions be implemented via RTI counseling.

BLOCK 7: DETERMINE TRAINING SEQUENCE AND STRUCTURE. Trainees who have a high aptitude for learning will learn regardless of the way in which content is sequenced. The lower the aptitude of the learner, the more critical sequencing becomes. Sequence is also important where materials are not repetitive. Some learning (bunk making, drill) is repetitive and sequencing is not especially important because the trainee has many opportunities to become proficient. However, if materials are nonrepetitive, it is important that they be sequenced according to some rationale. With this in mind, training topics have been divided into groups of closely related content which will provide organized, manageable training blocks. When training activities are scheduled, care must

be exercised to ensure that related training remains in proper sequence.

Structuring the Training Environment. In block 3 the question was raised whether future recruit training might not be more one of "how" training is conducted than "what" is trained. The modified task analysis revealed that curriculum content would require only minor change in topics to be included. The training process, however, was considered to be in need of revision. The structure of the training environment is a critical component in the modernization of training. The careful effort exerted during development of the curriculum can be frustrated by the manner in which training personnel conduct training. The following discussion will assist in structuring the training environment for maximizing the goals and strategies put forth in the proposed training design.

The Training Philosophy. Essential to the success of the future training is the tacit assumption by everyone of the importance and worth of the trainee. Each person concerned with the training of the individual should accept him as one who has personal goals and who should be able to function independently to satisfy his personal aspirations within the Navy structure while accomplishing Navy goals. It is essential that the training climate be such that personnel, their talents, skills, and motivations are considered the organization's most valuable resource. The trainee must be assisted in the development of self-discipline, allowed to make minor decisions, and provided time to reflect on the meaning of each day's experience. At the same time, training personnel should provide continuous encouragement and support. In the proposed design, both the sequencing of tasks and the assignment of instructors in numbers compatible with each training phase are congruent with the development of individual responsibility and self-discipline. Some critical concepts to be considered in the approach to training follow.

1. Self-Reliance/Group Responsibility. Traditionally, training of recruits emphasized the requirement for trainees to act as teams. Each trainee was responsible for the acts of the others and mass punishment was sometimes used to reinforce the behavior pattern. All too frequently this resulted in setting individuals against each other within training units in attempts to improve company performance. The training design proposed here concentrates on training the individual in self-reliance and self-responsibility, not as an end in itself, but as a prerequisite to training in responsibility to individual, team, or unit assignment. The concept of responsibility in accomplishing the Navy mission should stress the importance of the trainee being on the same team with trainers and managers in a mutual effort to meet Navy goals.

2. Officer/Senior Enlisted Roles. All members of the training staff are jointly responsible for the trained product. The role of each staff member must be clearly defined and approximate fleet operational conditions. The traditional training program has often placed officers in purely administrative, evaluative, and punitive roles. The recruit usually has little opportunity to interact, recognize grade, or associate the officer with his various roles. As a substitute, senior enlisted have often assumed the officer role and have been, in some cases, accorded the same customs and courtesies reserved for officers in the fleet setting. The result (for the recruit) is misunderstanding of officer roles, negative learning regarding the chain-of-command, and a gap in communications. Senior enlisted are the backbone of the fleet. They provide a communication bridge between the seaman and the officer and are the primary source of

technical information on the job. This link in the chain-of-command is broken when senior enlisted are assigned the role of officers. Correction of this situation is suggested by increasing the ratio of Division Officers (Battalion) to recruits at the RTC. Further, a closer alignment of duties at the RTCs to those of the fleet would provide more visibility of officers for the recruit. This would conform to the Leadership and Management Education and Training (LMET) concepts being developed by the Navy.

3. Competition. Competition has historically been a part of American society. The competition, as a management tool for recruit training, has been critically analyzed by the study team. The ongoing competitive system has become dysfunctional to the efficiency of the organization and to the personal satisfaction of trainees and staff alike. Unfortunately, all too often competition "drives" the training system to the detriment of the training goal. This is due largely to competition among training personnel as opposed to trainees. Believing themselves to be evaluated on the successes or failures of the trainees within their training units, training personnel pressure trainees to "excel" or "drop out." In turn, trainees exert undue pressure on each other to do the same. The training goal becomes not one of offering each individual the opportunity to succeed but one of forcing out those who cannot or will not tolerate the pressure. The formalized "unit competitive system" is eliminated in the proposed design. The curriculum utilizes training personnel in teams. Recruit Training Instructors are responsible for particular phases of instruction rather than all training for any single unit. Trainees will be encouraged to assist each other in reaching criterion objectives set for the training elements, much as a football team works together to achieve a goal. Emphasis is placed upon individual professionalism.

4. Counseling. The shortage of time and personnel have been such critical factors in the past that individual counseling has been much less than needed. New personnel are apt to be confused and uncertain, and the longer the condition is permitted to exist, the less that individual can concentrate on absorbing critical information. The redesign of training concentrates staff personnel in the early weeks of training where they can assist the learning process through increased contact time per trainee. The ratio of staff to trainee is reduced during the last few weeks of training when there is less need for assistance. The trainee thus receives the most supervision and assistance when new to the system and is gradually given independence to become more self-reliant and self-disciplined. Similarly, proposed staff ratios facilitate the adaptability screening since trainee deficiencies are more apt to be observed early in the training process.

5. Stress. During the past decade, a considerable amount of stress has been purposely induced throughout recruit training. This stems from concepts of what combat training should entail. The theory was that by making the situation stressful, the trainee would either "bear up" or "crack up" and thus be screened out. The technical nature of a modern Navy calls for highly qualified personnel, individuals who can think for themselves and make decisions. To promote this, there is a great deal of knowledge to be transmitted upon which decisions are to be based. The highly stressful situation is contrary to learning theory for maximizing learning. The proposed curriculum is structured to provide gradually increasing demands on the trainee with realistic achievable goals. It emphasizes

a learning environment without the artificial induction of stress. Some training by nature is stress inducing--fire fighting, for example. Training to function under stress can best be accomplished by demanding exacting standards under repetitive, low stress conditions to promote desired behavior patterns. This would be appropriate for general drills training and can be applied to military drill or other training requiring quick, accurate responses. Stress, thus, is not a training tool but a condition which may be associated with some particular type of training.

6. Attitudes. An important element in the training process is the affective or emotional aspect of personnel development. Within recruit training a number of trivial tasks have been made repetitive for the purpose of instilling concepts such as responsibility, good order and discipline, and respect for authority. In addition, a particular attitude of unyielding, strict, authoritarianism, and even force has pervaded on the part of the trainer in an effort to modify or reinforce attitudes. Some attitude modification will occur during the training periods. It is preferable that this be positive toward the Navy as an employer. The training process described in this training design places emphasis on structuring the training environment in such a way as to permit maximum, positive identification with the Navy concurrent with the direct training of particular knowledges and skills.

While it is difficult to assign specific objectives and to justify a set period of time for modifying behavior, persons involved in the training of new accessions maintain that certain attitudes and resultant behavior patterns can be developed or reinforced as an adjunct to skill training. Folding clothes and drill practice, for example, may provide an opportunity to train and observe behavior conveying the attitude of "attention to detail." To bring relevance to the attitudinal sphere, it is necessary to develop objectives which reflect the behaviors which are exhibited outside the occupations themselves and which reflect Navy goals. This will provide opportunity to learn about the Navy as a social institution while at the same time develop social skills, many of which are unique to the Navy. It is recognized that a great deal of work has to be done before an optimal set of objectives will be available which adequately reflect this concept. Appendix A offers guidelines for a move in this direction. In the interim, in lieu of clearly defined behavioral objectives and more precise methods for instilling expected attitudes and behaviors, training emphasis should be placed on the Navy Identification (PLACE) and Job-Related Skills (FUNCTION) training objectives. These comprise the DIRECT training objectives and are operationally defined here as the PRIMARY training goals. The development of attitudes is an INDIRECT training objective and operationally defined as an ANCILLARY training goal. This does not imply that personal characteristics, attitudes, and corresponding behaviors are less important; rather, that these complex components are difficult and time-consuming to teach directly.

In view of the time allotted for recruit training, the most economical and effective way of teaching the ANCILLARY training goals is by providing examples of the desired behavior throughout training. This relegates the training of attitudes to the imitation of the behavior of those persons in the trainee's daily environment who are responsible for training. Proper example, followed by opportunity for the trainee to demonstrate the presence of certain traits, and the understanding and/or acceptance of the Navy value system and traditions,

provide the most effective training possible in the time available. The demonstration of such understanding or acceptance should be reinforced by the reward of recognition. Good order and discipline and ethical standards, for example, are considered of such criticality that they are singularly addressed in the "special topics" section in appendix A.

The training program must not emphasize the development of particular skills and attitudes to the exclusion of developing a reasonable understanding of the functional interrelationships among various components of the total system. For this reason, each phase orientation should pull together those elements encompassed by that phase and explain the training goal by including expected attitudes and behavior which lie outside the DIRECT training of knowledges and skills.

BLOCK 8: DETERMINING THE EVALUATION PROCESS. Program evaluation serves the purpose of maintaining quality control over the system product. The total evaluation procedure encompasses progress testing and internal and external feedback subsystems.

Progress Testing. Testing serves the purpose of measuring the trainee's progress and maintaining motivation. How a subject matter block will be progress tested depends upon the training category under which it is subsumed. Subject matter classified as orientation would not be tested in the proposed curriculum; training which comes under the indoctrination or skill development categories would be tested. Attitude modification would be evaluated via a performance rating. Achievement measurement would be of four kinds: written tests, performance tests, military inspection, and performance rating.

Internal Evaluation. Internal evaluation is accomplished by (1) staff monitoring of ongoing training and (2) analysis of progress test results. The proposed curriculum calls for significant modification of the traditional training process. Routine trend analysis of progress tests will provide feedback on curriculum areas causing learning difficulties as well as on instructional deficiencies.

External Evaluation. Feedback from the activities utilizing recruit graduates is essential to maintaining currency and relevancy of training. Personnel rotating to the training command from the fleet should be given structured interviews to determine how the recruit graduate is performing on the job. The interviewer should be prepared to guide the discussion and questioning. In addition, periodic questionnaires should be sent to the fleet and the obtained data used to monitor the training program. Care must be taken that the training program remains relatively stable. The stabilizing influence of standard procedures is lost if change occurs frequently. When procedures change, a period of uncertainty follows until things are "worked out" again. Organizational procedures and precedents should be maintained as much as possible. Changes should, for the most part, be restricted to those due to documented shortcomings rather than vested interests of particular individuals. In this regard, some standard for the amount of change which can be instituted at the recruit training level, for a predetermined time interval, should be established. As a rough estimate, a 10 percent change semiannually should keep the course current and provide stability.

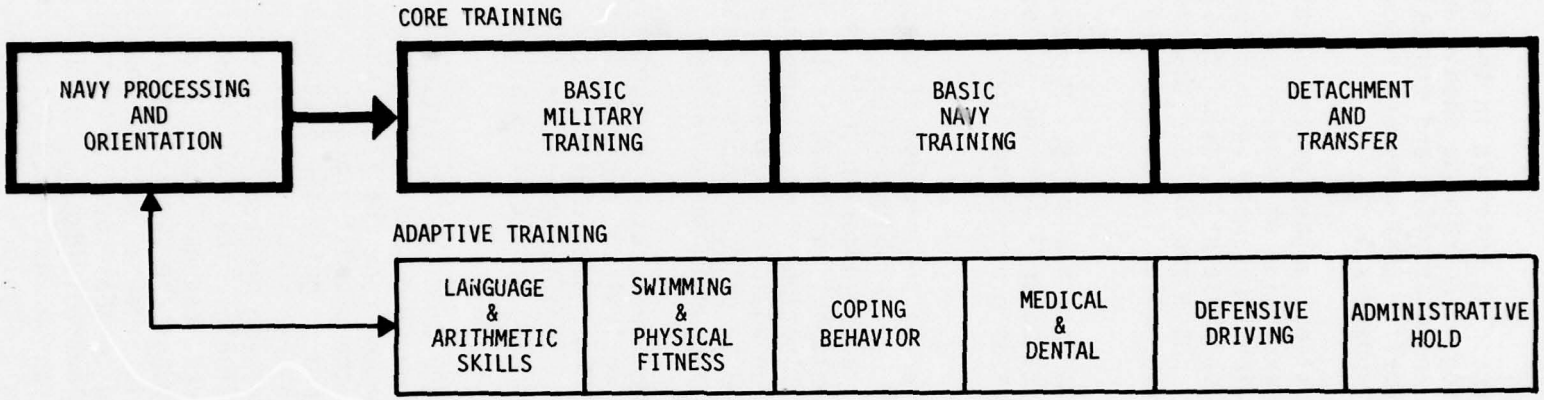


Figure 4. Training Structure Showing Proposed Core and Adaptive Training Paths

BLOCK 9: TRAINING SYSTEM MODEL. The training system model evolved from consolidation of data from earlier steps in the process. By grouping prioritized tasks according to nature of content and training goals to be achieved all tasks were logically grouped into four general areas. This initial effort, iteratively refined, resulted in a training curriculum (figure 4) consisting of four training phases:

PHASE I, Processing and Orientation

PHASE II, Basic Military Training

PHASE III, Basic Navy Training

PHASE IV, Detachment and Transfer.

PHASE I: Processing and Orientation. This phase of recruit training includes initiating records, accomplishing medical/dental procedures, security checks, and achievement testing. Also included are orientation and motivational programs, conveying the "big picture" of the DOD/Navy mission. Instruction and practical experience in work party duties for nonrated personnel have been included in this phase which is essentially geared to administrative procedures. This has been done to prevent interference with later formal classroom learning. Flexibility of scheduling can be such that at any given time some trainees can be given practical training while others receive career counseling, dental/medical remediation, and other remedial training. Briefings by legal, family, and chaplain services have been placed in this phase, as has counseling, to advise the trainee of available services.

The ratio of staff to trainees during the processing phase should be greater than during other training phases due to the requirement to deal with raw recruits who need considerable assistance in making the transition to a new, vastly different environment. While this is primarily a nontraining phase, a number of training functions will be ongoing from day one. This will include instruction and practice in marching and formation procedures, proper wearing of the uniform, bunk makeup, and physical fitness training.

There is no formal trainee progress testing scheduled during Phase I. While the staff will be involved in assessing the individual's actions and reactions, each trainee will be given every opportunity to adjust and learn in a minimal stress environment. Routine Navy inspections will be used as a training tool. The objective is to smooth the transition from civilian life by preparing the trainee to function in a military setting.

Adaptive Training. In support of the Navy Processing Orientation Phase, there is an adaptive training capability. The concept of adaptive training (figure 4) as used in this curriculum is one of adapting or preparing the trainee to cope with training strategies considered effective for the core curriculum. For a number of reasons (e.g., anxiety, cultural deprivation, poor physical condition), the recruit may not be in a state of "readiness" for the rigors of core training. Without remedial training, personnel may be lost to the Navy, either during the training period or sometime during the first enlistment. The Navy has officially recognized the requirement to conduct remedial training.[12]

[12] OPNAV Instruction 5310.13, Subject: Manpower, Training, and Personnel Plan, Washington, DC. 28 January 1978.

Usually, it has been used to assist academic failures in a specific technical training course. While the function may change to include more enrichment training, the requirement is expected to continue at least through the first half of the next decade. For example, it will be 8 or more years before recent effort within the public school system to improve literacy training impacts on the quality of entering Navy personnel; the number of male 17-18 year olds (the major source of Navy manpower) is expected to drop sharply during the 1980s; larger numbers of foreign born will enter the labor force to make up for the decreased native population; and larger numbers of women who are smaller and physically weaker will be enlisted to meet future manpower needs (see appendix C).

Adaptive training will enable the Navy to better utilize marginal personnel through early problem identification and remediation. Adaptive training is designed to identify and correct deficiencies in the early training stages prior to entry into the main core training phase. The training prescribed may be for a number of hours or days and could be heavily content loaded, instructor assisted, administered in a specialized setting, or individualized depending upon the type of training required. The training should improve study skills and acquaint the individual with materials available within the Navy for continuing self-improvement.

The proposed adaptive training division is comprised of six remedial training units. Based upon pretesting during the Processing Phase, individuals will be assigned for prescribed remediation in one or more of the following training programs.

LANGUAGE AND ARITHMETIC SKILLS	To provide the individual with capability in reading and language comprehension, communication, and/or basic mathematics for completing the initial training goal. Any deficiency which would prevent career progression should be remediated later at the level relevant to that point in the career.
SWIMMING AND PHYSICAL FITNESS	To provide the individual with the capability to enter the physical fitness program based on Navy physical fitness standards. Nonswimmers will be taught swimming skills to meet initial swim qualifications.
COPING BEHAVIOR	To provide remedial/enrichment training based upon personal background data to give the individual a reasonable chance of success in the training program. Content will be related to understanding acceptable Navy ethical conduct, living in a new environment and social structure, and getting along with various types of people.
MEDICAL AND DENTAL	To correct medical and dental deficiencies identified during the Processing Phase.
DEFENSIVE DRIVING	To provide defensive driving training to those personnel with deficiencies as measured by a pretest which will be administered during the Processing Phase.

ADMINISTRATIVE HOLD — To accomplish administrative tasks outside the normal path; e.g., lost records, investigation and resolution of fraudulent enlistment, and security clearances.

Phase II: Basic Military Training. The scope of this training phase includes essential knowledges and skills requisite to duty in the military environment. Effective performance of individual members depends significantly upon the understanding and compliance with authority/rules and chain-of-command. Included in this phase are military drills, inspection procedures, watchstanding, and Navy regulations. An introduction to weaponry is also included.

Although not included in the curriculum, the logical placement of a "general duty experience" follows Basic Military Training. Work Party Orientation has been experienced during Phase I. Concentrated military training and the screening out of nonadaptable personnel should be essentially completed during Phase II. The assignment of trainees to ships work at this point in the training process takes advantage of prior training but does not interfere with concentrated Military and Navy training. Such duty should provide a break in formal training routine for trainees and support the transition from Basic Military to Basic Navy Training. For accountability purposes the training/work experience would be assigned to the Basic Military Training, Phase II.

The instructor/trainee ratio should provide maximum assistance and counseling for "learning by doing." At the same time, the staff ratio should allow the training unit leaders sufficient contact with the trainee to observe his/her capabilities for meeting Navy standards. The major portion of the adaptability screening function will have been completed prior to this phase. In view of the critical decisions to be made, only extremely capable personnel should be responsible for the conduct of training. Formal testing is initiated in this phase. In addition, an individual performance rating review is accomplished.

Phase III: Basic Navy Training. This training phase emphasizes a living environment modeled after that of the fleet in which trainees can exercise self-discipline and responsibility. Trainees will have the opportunity to demonstrate understanding and acceptance of Navy traditions and procedures and their ability to apply knowledge and skills in their daily lives. Formal Navy instruction will be the major training vehicle with a mix of lecture and performance training. Training emphasizes the transmission of knowledges and skills which the trainees must have in the repertoire for fleet duty. The instructor/trainee ratio will permit the growth of trainee self-discipline through reduced direct supervision. The training philosophy in this phase is one of maximum learning of essential skills and information in a low stress setting. Trainees gain leadership experience through initiation of a Recruit Petty Officer chain-of-command. Progress testing will consist of written and performance tests. Personnel and barracks inspection comparable with that in the operational environment will be conducted. Additionally, the training unit supervisors and classroom instructors will provide progress evaluation via the performance rating form.

Phase IV: Detachment and Transfer. The final phase in the recruit training sequence is of short duration. Those administrative procedures required to close out records and prepare the individual for travel will take up the majority of this time. The trainee will be prepared for transition to the next assignment

with information on what to expect regarding travel, conduct ashore, reporting aboard, and physical layout of the newly assigned geographical area. No formal evaluation of the activities in this phase will be made other than the standard inspection routine. Any critical incidents will be reported via the performance rating form.

SECTION III

TRAINING CURRICULUM AND ORGANIZATION FOR TRAINING

This section provides the curriculum outline (Block 10) and the standard training organization (Block 11) as shown in figure 1. The training system model (Block 9) is expanded to include phase descriptions and training routines within which to conduct training. (Detailed descriptions of training modules are contained in appendix A.) An explanation of the length of training and the standard training day are provided. A revised RTC Standard Organization and instructor loading criteria designed to support the proposed curriculum conclude the section.

BLOCK 10: CURRICULUM OUTLINE/CONDUCT OF TRAINING

Each of the four phases of the curriculum provided by Block 9 contains a dedicated instructional approach designed to accomplish specific training goals. Evolutions are structured within a daily routine similar to that found in the fleet. The payoff is a training system that actively supports trainee acquisition of Navy standard operating procedures while providing essential initial training. Within each phase are a series of sequenced training modules consisting of related topics. Table 1 identifies the training phases and instructional modules included in each phase by generic title. The contents of each module are addressed under individual phase descriptions in appendix A.

TABLE 1. PHASE AND MODULE IDENTIFICATION

PHASE I	PHASE II	PHASE III	PHASE IV
Navy Processing and Orientation	Basic Military Training	Basic Navy Training	Detachment and Transfer
MODULES	MODULES	MODULES	MODULES
Receiving	Orientation	Orientation	Orientation
Medical/Dental	Authority	Duty	Transfer
Adaptive Screening	Inspection	Career Opportunity	Support
Administration	Drill	Behavior	Daily Routine
Briefings	Uniforming	Uniform	
Basics	Weaponry	Fleet	
Support	Support	Survival	
Weekend/Daily Routine	Daily Routine	Support	
		Daily Routine	

Two learning concepts received emphasis during curriculum development: (1) the training offered should provide a series of progressive learning experiences; i.e., building upon previous instruction and (2) the relationships of training should be addressed according to the PERSON-PLACE-FUNCTION concept discussed in section II and should be applied throughout training. Figure 5 provides a module matrix showing training continuity across training phases. Figure 6 depicts training module relationships when placed within a PERSON-PLACE-FUNCTION matrix.

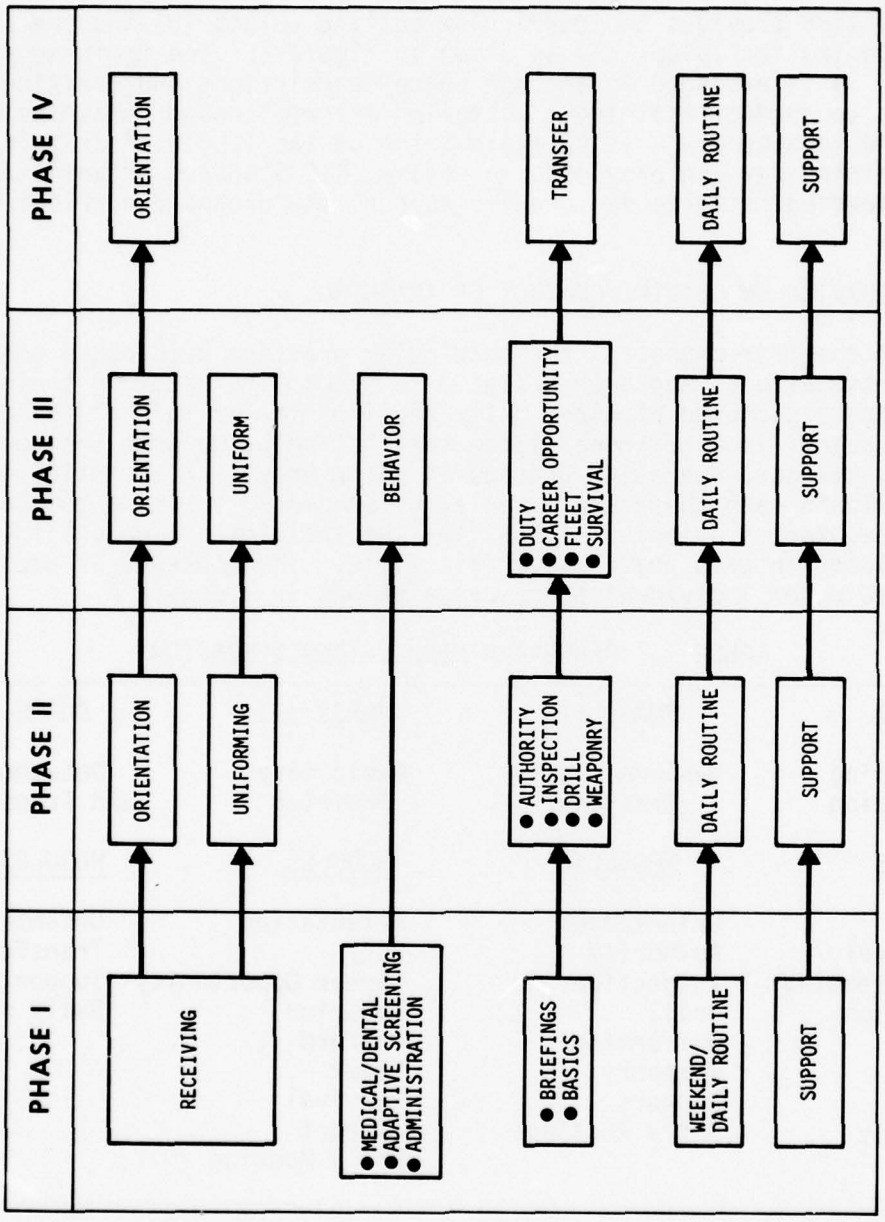


Figure 5. Module Matrix by Training Continuity Across Phases

The support module flows across the total training period since the counseling and evaluation components are continuous processes.

	PERSON	PLACE	FUNCTION
PHASE I NAVY PROCESSING AND ORIENTATION	Receiving Medical/Dental Adaptive Screening Administration	Briefings Support	Basics Weekend/Daily Routine
PHASE II BASIC MILITARY TRAINING	Orientation Uniforming	Authority Support	Inspection Drill Weaponry Daily Routine
PHASE III BASIC NAVY	Orientation Career Opportunity Behavior	Duty Uniform Support	Fleet Survival Daily Routine
PHASE IV DETACHMENT AND TRANSFER	Orientation	Transfer Support	Transfer Daily Routine

Figure 6. Module Matrix by Person - Place - Function Concept

NAVY PROCESSING AND ORIENTATION - PHASE I. The basic purpose of Processing and Orientation is to receive the incoming enlistee and to prepare that individual for further training. Table 2 provides a listing of tasks to be accomplished. Times assigned to tasks represent best estimates. The criticality of initial recruit impressions of the Navy presents a unique challenge to Navy personnel conducting Phase I. The incoming enlistee should be welcomed in a friendly, businesslike manner. The enlistee is measuring the Navy during the first few days aboard with the same intensity that Navy representatives are assessing the enlistee for adaptability. First-term enlistees are apprehensive and the majority are confused. It is necessary to keep anxiety at a low level to maximize transition to Navy life. This can be accomplished for most enlistees by carefully explaining the processing functions to be completed and by assisting individuals over any "trouble spots" that develop.

TABLE 2. NAVY PROCESSING AND ORIENTATION - PHASE I

Receiving (16 Hrs.)

- Initial Receiving/Check In (2)
- Training Orientation/Welcome (2)
- Haircut (1)
- Initial Issue and Ditty Bag (2)
- Removal of Unauthorized Personal Effects (2)
- Uniform Issue, Stencil, & Tailor (7)

Medical/Dental (12 Hrs.)

- Medical & Dental Processing (4)
- Dental Availability/Unit Tng (4)
- Innoculations (1)
- Blood Donation (3)

Adaptive Screening (12 Hrs.)

- Adaptive Testing (3.5)
- Defensive Driving Pretest (.5)
- Swim Qual (3)
- Physical Fitness Qual (1)
- Research Testing (4)

Administration (14 Hrs.)

- Records Initiation (3)
- ID Cards and Tags (1)
- Pay Day (1)
- Preclassification Brief (2)
- Classification Interview (4)
- Records Review/Adaptive Review (2)
- Hometown News Release (1)

Summary

	Hrs.	Days
Formal Activity	154	9.5
Weekend/Daily Routine	93	5.8
Scheduled Activity	251	15.5
Allocated for Training	-	16.0

Briefings (9 Hrs.)

- UCMJ (4)
- Discharges (1)
- Chaplain Intro (1)
- Navy Relief/Red Cross (1)
- NTC/RTC Rules, Regs, and Familiarization (2)

Basics (61 Hrs.)

- Drill (5)
- Uniform Wear & Care (2)
- Hand Salute & Greetings (1)
- Duties of Sentry (1)
- Personal Hygiene Orientation & Practice (12)
- Barracks Orientation & Upkeep (11)
- Unit Inspections (6)
- Work Party Indoctrination (16)
- Physical Fitness (7)

Support (30 Hrs.)

- Training Unit Movement Time (16)
- Unit Leader Counseling and Assistance (10)
- Formation & Commissioning of Training Unit (2)
- Barracks Move to Training Area (2)

Weekend/Daily Routine (93 Hrs.)*

- Physical Fitness (10)
- Military Training (14)
- Morning Colors, Muster & Personnel Inspection (2)
- Telephone Exchange (2)
- Base Exchange (2)
- Evening Routine (3)
- Church Call (6)
- Free Time (2)
- Scheduled Weekend Entertainment (4)
- Meals (48)

* Activity introduced as schedule permits starting on day 6 (except meals)

The goal of the Processing and Orientation Phase is to complete administrative processing prior to entry into concentrated military training to ensure minimal interference with the training process. An equally important function is the screening out of those who require referral for adaptive training prior to entering core training. Those trainees not responding to adaptive training will necessarily be classified as unsalvageable and processed for discharge.

Only the most experienced RTIs with proven leadership ability and patience should be involved with the Processing and Orientation phase. An instructor/trainee ratio of not more than 1 to 20 is considered minimal for this phase. Continuous attention to minor problems (which may appear as major problems to the trainee) will establish the RTI as the person within the chain-of-command to contact for information and assistance when needed.

Phase I is the most difficult of the four phases in terms of scheduling activity throughout the day because of the ongoing "sort and fix" process required during the forming of a training unit. The process requires that each trainee be given individual attention. The Adaptive Screening Module aids the process by diverting those with obvious problems into adaptive training prior to entering the core training program (Phases II, III, and IV).

BASIC MILITARY TRAINING - PHASE II. The Basic Military Training phase is designed to provide concentrated training in general military subjects, procedures, and routines (see table 3). Note that time required to complete training events listed in table 3 is estimated by the number of 40 minute (direct instructor contact time) periods required. The training presents a closely supervised environment for "learning by doing" while providing the RTI sufficient contact with the trainee to observe trainee ability to cope with the Navy environment. Military training is introduced during the Navy Processing and Orientation phase, is taught directly during Basic Military Training (Phase II), and reinforced during Basic Navy Training (Phase III) as an accepted part of Navy routine. This training forms the base block upon which all Navy activity builds and functions. There has long been a tendency in curriculum design to separate military, academic, and technical training when, in fact, all three are interrelated and inseparable. This curriculum, by design, promotes the perspective that learning to function in a military manner is inherent in the process of becoming qualified for a Navy career. It also supports the contention that military training is not an end in itself, but that after basics are taught, it should become an integral part of the individual's approach to Navy duty.

Due to the level of detail involved and the requirement for continued counseling and screening, the instructor/trainee ratio for this training phase should be approximately 1 to 30. This equates to a three member training team for an 80 recruit unit. The training would be conducted within a simulated Navy organizational structure thereby establishing familiarity with standard operating procedures.

The Navy has traditionally operated according to a standard daily schedule or "daily routine." This curriculum proposal has been designed to simulate this procedure, thereby promoting acceptance of the operational concept early in the Navy career. The daily routine initiated during Basic Military Training continues throughout the training program. Included are physical fitness,

TABLE 3. BASIC MILITARY TRAINING - PHASE II

ORIENTATION (5 Periods)

- Phase Orientation (1)
- Daily Routine (1)
- Quarters for Muster (1)
- WQ&S Bill (1)
- Watchstanding (1)

AUTHORITY (3 Periods)

- Chain of Command (1)
- General Order #21 (1)
- Code of Conduct (.5)
- Geneva Convention (.5)

INSPECTION (20 Periods)

- Personal Hygiene (3)
- Barracks/Work Area Orientation & Upkeep (3)
- Inspection Routines (6)
- Inspections (8)

DRILL (15 Periods)

- Military Drill (10)
- Formation Drill (5)

UNIFORMING (12 Periods)

- Uniform Issue, Marking & Tailoring (8)
- Wear, Stowing and Care of Uniform (4)

WEAPONRY (24 Periods)

- Introduction to Small Weapons (24)

SUPPORT (10 Periods)

- Counseling (4)
- Evaluation (2)
- Unit Functions (4)

DAILY ROUTINE (157 Periods)

- Physical Fitness (20)
- Morning Colors, Muster & Personnel Inspection (5)
- Evening Colors & Ship's Company Review (7)
- Personal Time (16)
- Study Time (15)
- Evening Routine (22)
- Church Call (6)
- Controlled Liberty (6)
- Meals (60)

Summary

	Periods	Days
Formal Training	89	5.6
Daily Training Routine	157	9.8
Scheduled Tng Activity	246	15.4
Allocated for Training	-	15.5

Note: Training period equals 40 minutes instructor-student contact time.

standing morning colors, and quarters-for-muster accompanied by personnel inspection. Eight periods of formalized instruction replace a typical fleet workday, followed by attention to evening colors as part of a ship's company review ceremony. Training units participate in the latter activity on alternate training days Monday through Friday. Following supper, the daily routine provides time for study, personal activity, relaxation, and preparation for the next day of training. A modified daily routine called weekend routine is in effect from Saturday morning until Sunday evening. Both routines are addressed later in this section.

Recruit trainees will learn to function in the Navy environment by living in it while learning about it. For example, after inspection routines are introduced, daily inspections are conducted by the training unit leader. Formal inspections are conducted by the division staff on Saturday morning following Friday evening "field day." Watchstanding responsibility training is initiated during this phase, building upon Sentry training introduced during Phase I and leading to the adoption of port and starboard watch-liberty procedure during the Basic Navy Training phase.

Other opportunities to bring operational realism into training are compatible with the daily routine approach to training. Examples are: assigning bunks and compartment duties by billet number and watch section via a modified Watch, Quarter and Station Bill, utilizing a replica of the Personnel Qualification Standards (PQS) card for levels of qualification and achievement and using standard liberty cards for liberty activity. Replacing 12 hour clocks with 24 hour clocks within recruit training complexes, for example, will accommodate learning to use "Navy" time with little or no formal instruction.

Upon completion of this training phase, the trainee should be capable of meeting standards for military drill, personnel, and barracks inspection routines as well as demonstrating proper wear and care of the uniform. Since emphasis has been placed on effective performance of individual members related to understanding and acceptance of traditional military ethics and conduct, the stage is set for the trainee to demonstrate application of this knowledge during the Basic Navy Training phase.

BASIC NAVY TRAINING - PHASE III. The Basic Navy Training phase continues and expands upon the basic military continuum by including training in Navy essentials. The training environment is structured to closely resemble fleet conditions from the standpoint of the degree of supervision exercised. The RTI and his assistant concentrate on developing self-reliance among trainees stressing that personal responsibility in meeting daily requirements is as important as job skill in becoming a professional seaman and Navy team member. This phase also offers opportunity for the trainee to experience leadership by assuming recruit petty officer roles on a rotational basis.

During this training phase, the amount of formal classroom and laboratory training is increased due to the academic and technical nature of the new material presented. The training continues, however, within the previously established daily routine. Since much of a Navy career will be spent in a challenging environment at sea, formal training (classroom/laboratory) is dedicated to transmitting the realism of that environment. It involves understanding the Navy mission and organizational structure as well as general

duties of the enlisted force. Also included are those aspects of the Navy system affecting the trainee and his future; e.g., benefits and opportunities available and how to obtain them. Factual information concerning Navy ships, boats, aircraft, and weapons systems is basic to the training task. Navy concern for its personnel is identified by safety training and potential disaster training in the form of damage control, NBC defense, first aid, and water survival training and should be addressed during training from that perspective.

Table 4 provides a list of training topics included in this phase with more detailed information included in appendices A and B. Recruit training has historically been a basic qualifying program by virtue of meeting initial PQS requirements for advancement and Damage Control certification. The majority of certification training is concentrated within the Basic Navy Training phase. Note that presentation of related module topics in the suggested sequence is important in developing an understanding of the components of Navy subsystems and how and why they exist. For example, understanding the Navy mission in relation to the threat to world peace and freedom of the republic is based in Navy history and tradition. The Navy organizational structure, honors, and ceremonies have similarly evolved during response to threat of our security as a nation. In order to conduct this business in an orderly, efficient manner, rules (in this case, Navy Regulations) are needed. As a matter of common sense the field of security was developed to keep our potential enemies at a disadvantage. This example, related to the Duty module, may appear over simplified but provides credibility to a recruit trainee as well as conveying a reason for the training presented. The same approach can be applied to other modules of this phase to provide understanding of relationships or to justify the training provided since each module is designed to provide a basic level of understanding and capability for a particular area of a Navy career.

DETACHMENT AND TRANSFER - PHASE IV. The Detachment and Transfer phase is designed to prepare the trainee for transition from recruit training to the next duty assignment (see table 5). The training includes functions related to the transfer process; i.e., administrative, leave, liberty, conduct ashore, and reporting aboard. Insuring understanding of next station briefing materials will reduce the "unexpected" element of transfer to a minimum.

The last scheduled ship's company review is utilized as a graduation ceremony for units completing training. The purpose of this action is: (1) to provide increased credibility to formation drill training as standard Navy ceremonial procedure and (2) to direct fleet training resources to the stated purpose of recruit training. Graduating training units will lead their final ship's company review, then be positioned as honored graduates to receive the review of remaining training units, finalizing their recruit training. This low profile graduation ceremony may occur on any training day throughout a calendar schedule, dependent upon and related soley to completion of training. Official awards and departure greetings by division officers or command officials may be scheduled prior to the Ship's Company Graduation Review. The intention is to make graduation "by Navy-for Navy" with the review terminating all scheduled recruit training activity.

TABLE 4. BASIC NAVY TRAINING - PHASE III

ORIENTATION (3 Periods)

- Phase Orientation (.5)
- Daily Routine (.5)
- Leadership Concepts (2)

DUTY (14 Periods)

- Navy Mission and Threat (2)
- History and Tradition (2)
- Honors and Ceremonies (2)
- Navy Organizational Structure (3)
- Navy Regulations (2)
- Security (1)
- Operations Security (2)

CAREER OPPORTUNITY (10 Periods)

- Career Incentives/Medical Benefits (1)
- Educational Benefits and Programs (2)
- Enlisted Service Record (1)
- Advancement Procedure (2)
- JUMPS-Pay and Allowances (2)
- JUMPS-Financial Management (2)

BEHAVIOR (22 Periods)

- Human Values (2)
- Human Resource Mgmt Programs (20)

UNIFORM (8 Periods)

- Enlisted Uniform Recognition (2)
- Officer Uniform Recognition (2)
- Other Service Uniform Recognition (1)
- Awards and Decorations (1)
- Wear and Care of Uniform (2)

FLEET (24 Periods)

- Ship and Aircraft Familiarization (5)
- Small Boats (1)
- Shipboard Life (3)
- Accident Prevention Programs (3)
- Deck Equipment/Nomenclature (2)
- Marlinspike Seamanship (4)
- PQS System (3)
- Planned Maintenance System Intro (1)
- Maintenance - Painting and Preservation (2)

SURVIVAL (54 Periods)

- Watchstanding Procedures (2)
- General Drills (4)
- Damage Control (4)
- Sound Powered Phones (4)
- Fire Fighting (16)
- NBC Defense (8)
- First Aid (8)
- Water Survival (8)

SUPPORT (23 Periods)

- Counseling (6)
- Test and Evaluation (3)
- Unit Functions (6)
- Inspection (8)

DAILY ROUTINE (264 Periods)

- Physical Fitness (32)
- Morning Colors, Muster and Personnel Inspection (9)
- Evening Colors and Ship's Company Review (12)
- Personal Time (29)
- Study Time (26)
- Evening Routine (42)
- Church Call (9)
- Controlled Liberty (21)
- Meals (84)

SUMMARY

	Periods	Days
Formal Training	158	9.9
Daily Tng Routine	264	16.5
Scheduled Tng Activity	422	26.4
Allocated for Tng	-	26.5

Note: Training period equals 40 minutes instructor-student contact time

TABLE 5. DETACHMENT AND TRANSFER - PHASE IV

ORIENTATION (1 Period)

- Phase Orientation (.5)
- Daily Routine (.5)

TRANSFER (10 Periods)

- Detachment, Transfer and Reporting Procedures (7)
- Next Station Briefing (2)
- Leave, Liberty, Conduct Ashore (1)

SUPPORT (7 Periods)

- Unit Functions (2)
- Graduation Review (2)
- Departure (1)
- Inspections (2)

DAILY ROUTINE (20 Periods)

- Physical Fitness (3)
- Morning Colors, Muster and Personnel Inspection (1)
- Evening Colors and Ship's Company Review (2)
- Personal Time (3)
- Study Time (2)
- Church Call (3)*
- Controlled Liberty (4)*
- Meals (9) (12)*

SUMMARY

	Periods	Days
Formal Training	18	1.1
Daily Routine	20	1.3
Scheduled Activity	38	2.4
Allocated for Training	-	2.5

Note: Training period equals 40 minutes instructor-student contact time.

* Weekend included

TRAINING ROUTINES. The curriculum utilizes a daily routine as a framework within which training is conducted. It was selected over other scheduling models because it simulates fleet operational procedures thereby introducing realism to training while teaching Navy routine. In addition, the use of a daily routine accommodates desired daily training activities such as physical fitness, morning colors, muster, and personnel inspections.

Beginning with Phase II, all training is presented via daily and weekend routines. Due to the variability of trainee input, kinds of tasks, and time required to accomplish those tasks, a daily routine for Phase I is impractical. A suggested daily routine for core training is provided by table 6. Whenever deviation from suggested sequencing becomes necessary, the effect upon quality of training should be carefully considered prior to taking such action. Weekend routines for Phases I through IV (tables 7 through 10) are modifications of the daily routine commencing after Saturday morning colors and lasting through the Sunday supper schedule. The purpose of initiating a weekend routine during Phase I prior to initiating a daily routine was to orient the trainees to the concept of a daily routine before

entering Phase II. The scheduling of classroom training topics within the training routine has been purposely omitted to provide a degree of flexibility by training management.

TABLE 6. DAILY ROUTINE - PHASES II, III and IV

DAILY ROUTINE	
TIME	ACTIVITY
0530	Reveille
0550 - 0630	Physical Fitness
0650 - 0755	Breakfast
0800 - 0820	Morning Colors, Muster, and Personnel Inspection
0830 - 0910	Period 1
0920 - 1000	Period 2
1010 - 1050	Period 3
1100 - 1140	Period 4
1140 - 1310	Lunch
1320 - 1400	Period 5
1410 - 1450	Period 6
1500 - 1540	Period 7
1550 - 1630	Period 8
1700 - 1730*	Evening Colors
1700 - 1830*	Supper
1800 - 1900*	Free Time
1900 - 2000	Study Hour
2000 - 2125	Evening Routine
2130	Taps

*Evening Colors are attended on alternate training days by training units and include ship's company review. These periods adjusted accordingly for messing and free time.

Note 1: Saturday a.m. - Periods 1 through 4 reserved for formal inspections.

Note 2: Weekend Routine from Saturday morning colors through Sunday supper call.

Note 3: All remedial and make-up training will be conducted during free time study hour periods and weekends.

TABLE 7. WEEKEND ROUTINE - PHASE I

	SATURDAY		SUNDAY
AM	Military Training	AM	Church Call
	Exchange Visit		Letter Writing
PM	Athletics and Swimming	PM	Base Familiarization March
	Telephone Exchange Visit		Military Training and Confidence Course Introduction
Evening	Military-Motivation Movies	Evening	Entertainment Movie
	Evening Routine		Evening Routine

Note 1: Military training required will vary according to number of days the group has been aboard.

Note 2: Two different sets of military and entertainment motion pictures are required to allow for the possibility of a two weekend time span.

Note 3: Base familiarization (FAM) march is multipurpose: Practice drill, orient recruit to typical base layout, locate recruit associated activities, and provide exercise.

TABLE 8. WEEKEND ROUTINE - PHASE II

	SAT	SUN	SAT	SUN
AM	Formal Inspection Routines	Church Call Letterwriting	Formal Inspection Routines	Church Call Letterwriting
	Remedial Training/ Unit Activity	Personal Free Time	Makeup Training Unit Activity	Personal Free Time
PM	Remedial Training	Remedial Training	Makeup Training	On Base Liberty
	Counseling	Counseling	Counseling	
	Athletic Field Day Practice	Navy Related Motivation Movies	Athletic Field Day	
	Confidence Course			
Evening	Controlled on Base Liberty	Supper	Controlled on Base Liberty	Supper
		Daily Routines		Daily Routines

Note 1: Weekend routine is a modified daily routine following morning colors/ quarters for muster on Saturday and lasting until supper call on Sunday for Phases II through IV.

Note 2: Formal inspections conducted by division staff officers.

Note 3: Liberty privileges and restrictions require precise definition and universal reasonable application of rules to all training units. Quarter Deck procedures are in effect after initial training is provided. Liberty training progressive in nature through Phases II and III.

TABLE 9. WEEKEND ROUTINE - PHASE III

	SAT	SUN	SAT	SUN	SAT	SUN
AM	Formal Inspection Routines	Church Call	Formal Inspection Routines	Church Call	Formal Inspection Routines	Church Call
	Cruise Book Pictures	Personal Time	Athletics	Personal Time	Athletics	Personal Time
PM	Athletics	Controlled Off Base Liberty	*Port Watch Open Liberty	*Starboard Watch Open Liberty	*Starboard Watch Open Liberty	*Port Watch Open Liberty
	Training Makeup					
	Unit Organization/ Training					
Evening						
	On Base Liberty	Evening Routine	Port Watch Liberty	Evening Routine	Starboard Watch Liberty	Evening Routine

*Port and starboard watch liberty routine initiated on weekend as part of responsibility development training.

Note 1: Unit organization/training required with introduction of recruit petty officer system and port and starboard watch routine.

TABLE 10. WEEKEND ROUTINE - PHASE IV

Weekend Six (as required)			
	Saturday		Sunday
AM	Formal Inspection Routines	AM	Church Call
	Makeup Training		Personal Time
PM	Port Watch Liberty	PM	Starboard Watch Liberty
Evening	Port Watch Liberty	Evening	Starboard Watch Liberty

LENGTH OF TRAINING. The length of recruit training reflects the time required to accomplish training based upon a 7-day week of 16 hours of scheduled activity and 8 hours sleep per day. One half day on Sunday morning is devoted to church call and personal activity. An estimate of days required for training by curriculum phase is provided by table 11. The 60-day calculation provides actual man-days of training including weekend activity but does not include federal holidays. One tenth day (2.4 hours per phase) of slack time occurs as a result of rounding off to nearest half training day in calculations. This provides a minimum makeup period for training lost due to severe weather or other causes. The curriculum is applicable to both male and female trainees although minor modifications may be required for women in the areas of personal hygiene and physical fitness.

TABLE 11. CURRICULUM TIME ESTIMATE

Phase	Formal Training Activity	Daily Training Routine	Total Training Days Required	Total Training Days Allocated
NAVY PROCESSING AND ORIENTATION PHASE I	9.6	5.8	15.4	15.5
BASIC MILITARY TRAINING PHASE II	5.6	9.8	15.4	15.5
BASIC NAVY TRAINING PHASE III	9.9	16.5	26.4	26.5
DETACHMENT/TRANSFER TRAINING PHASE IV	1.1	1.3	2.4	2.5
TOTALS	26.2	33.4	59.6	60.0

A breakout of the 24 hour training day by major training functions and support activity is provided in table 12. Ten hours of direct training contact time is available within a 24 hour scheduled day. To attempt more jeopardizes training support activity. Historically, direct training contact time has often exceeded 10 hours. Usually the time was squeezed out of hours intended for rest and sleep. This was done under the guise of screening out those individuals who would be unable to function effectively with less than 8 hours sleep during demanding operational periods at sea as well as the need for more time to simply get all the training accomplished in the allotted time frame. The established sleep requirement for the recruit age level is 8 hours per night. The proposed curriculum rejects the practice of sleep deprivation during recruit training. Such action is considered detrimental to learning, stress provoking, and contributory to attrition.

TABLE 12. TWENTY-FOUR HOUR TRAINING DAY

ACTIVITY	PHASE I (HRS)	PHASES II, III, IV (HRS)
Processing and Orientation	10	0
General Military/Navy Training	0	4.5
Formal Classroom/Laboratory Navy Training	0	5.5
Sleep	8	8
Meals	3	4
Unit Movement and Breaks	3	2
Total	24	24

NOTE: Time allocated for meals and unit movement may vary depending upon numbers and experience level of trainees.

BLOCK 11: STANDARD TRAINING ORGANIZATION

A Recruit Training Command Standard Organization designed to provide efficient functioning of the optimized curriculum is shown in figure 7. It is based upon acceptable span-of-control and the requirement of manageable sized training units at successive supervisory levels within the command structure. The following provides a general description of the organizational structure followed by discussion of features contained within individual departmental structures.

The commanding officer of the RTC has at his disposal special part-time staff personnel who are intimately involved with the recruit training function but are not necessarily under his command jurisdiction. Typical members are indicated on figure 7 as having direct access to the command level; i.e.,

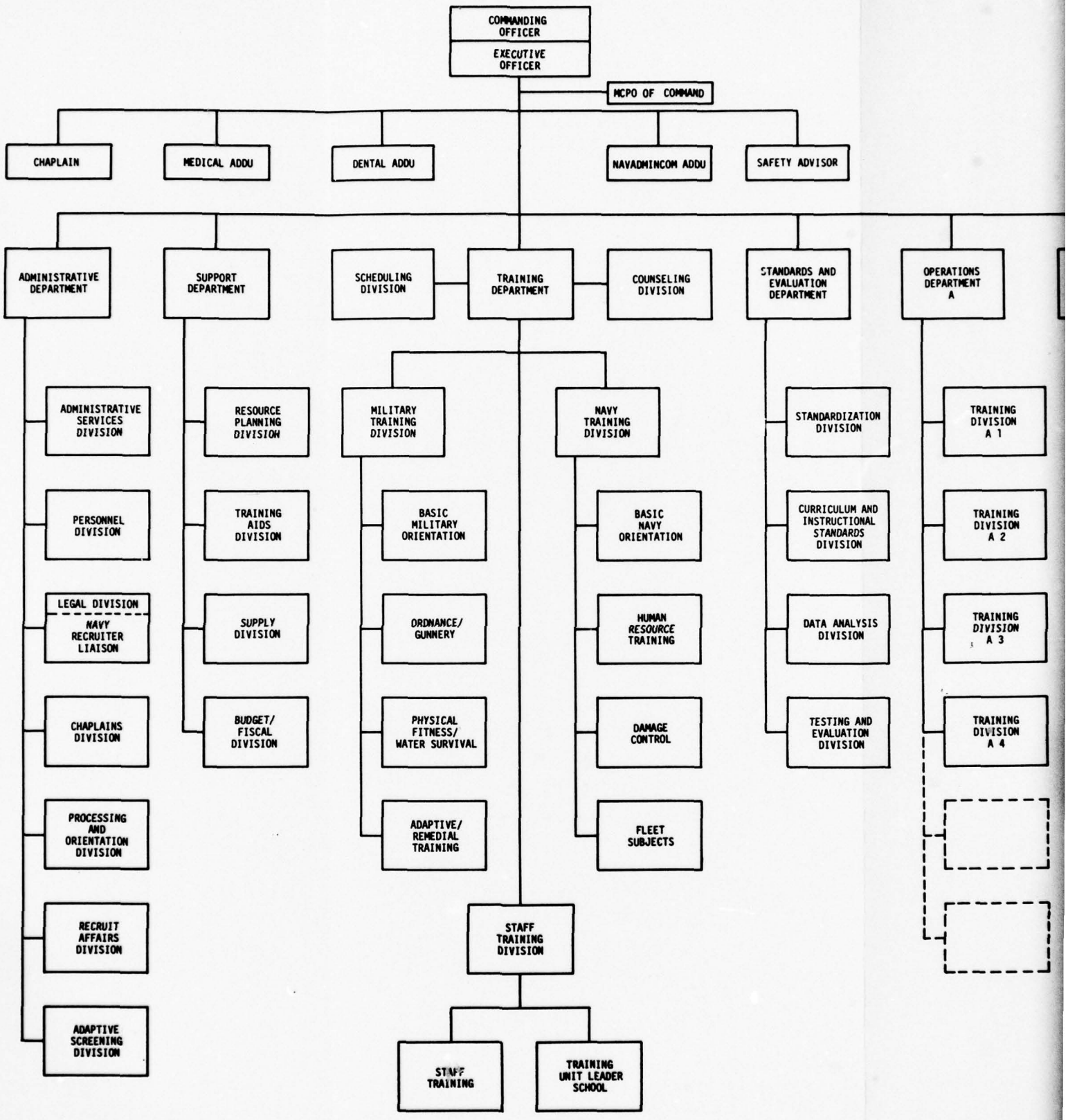
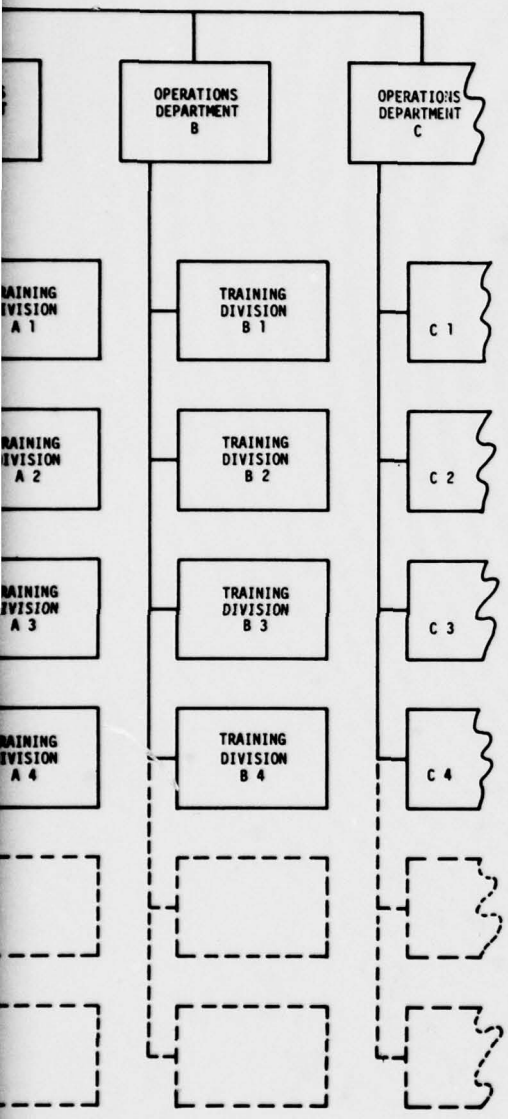

COMMANDING OFFICER
EXECUTIVE OFFICER
MCPO OF COMMAND
CHAPLAIN
MEDICAL ADDU
DENTAL ADDU
NAVADMINCOM ADDU
SAFETY ADVISOR
ADMINISTRATIVE DEPARTMENT
SUPPORT DEPARTMENT
SCHEDULING DIVISION
TRAINING DEPARTMENT
COUNSELING DIVISION
STANDARDS AND EVALUATION DEPARTMENT
OPERATIONS DEPARTMENT A
ADMINISTRATIVE SERVICES DIVISION
PERSONNEL DIVISION
LEGAL DIVISION
NAVY RECRUITER LIAISON
CHAPLAINS DIVISION
PROCESSING AND ORIENTATION DIVISION
RECRUIT AFFAIRS DIVISION
ADAPTIVE SCREENING DIVISION
RESOURCE PLANNING DIVISION
TRAINING AIDS DIVISION
SUPPLY DIVISION
BUDGET/ FISCAL DIVISION
MILITARY TRAINING DIVISION
BASIC MILITARY ORIENTATION
ORDNANCE/ GUNNERY
PHYSICAL FITNESS/ WATER SURVIVAL
ADAPTIVE/ REMEDIAL TRAINING
NAVY TRAINING DIVISION
BASIC NAVY ORIENTATION
HUMAN RESOURCE TRAINING
DAMAGE CONTROL
FLEET SUBJECTS
STAFF TRAINING DIVISION
STAFF TRAINING
TRAINING UNIT LEADER SCHOOL
STANDARDIZATION DIVISION
CURRICULUM AND INSTRUCTIONAL STANDARDS DIVISION
DATA ANALYSIS DIVISION
TESTING AND EVALUATION DIVISION
TRAINING DIVISION A 1
TRAINING DIVISION A 2
TRAINING DIVISION A 3
TRAINING DIVISION A 4

Figure 7. R
S



re 7. Recruit Training Command
Standard Organization

Chaplain, Medical ADDU, etc. They have been purposely separated in the command structure from the Master Chief Petty Officer of Command whose billet has similar access to the command as senior enlisted representative and advisor as a primary billet function. The commanding officer also has three traditional department heads (Administrative, Support, and Standards and Evaluation) on his regular staff. Two other traditional RTC departments, Military and Technical training, have been placed under a single training department with divisions responsible for military and Navy training. This is done for two reasons: (1) to improve continuity of the total training function by placing scheduling, recruit training, and staff training under a single responsible supervisor and (2) to eliminate the traditional dichotomy of military and technical training. In addition, Operations Departments, which actually conduct the training routines, have been established to approximate fleet operational practices. The Operations Departments are expandable during peak loading periods, yet offer the opportunity to maintain established supervisor-trainee ratios within acceptable limits.

Those familiar with the traditional standard organization table may question placement of certain division functions. For example, the Data Analysis Division has been moved from the Support Department to the Standards and Evaluation Department. A certain amount of data analysis will still be required by the Support Department to manage daily business and for resource planning. The Standards and Evaluation Department, however, has primary responsibility for quality control of training and should have control over the quantitative and qualitative aspects of data necessary to meet that requirement.

A Chaplain Division has been established within the Administrative Department to capitalize upon Navy officer talent trained in human affairs. Chaplains could be tasked to design training and to directly assist in the training of human relations and ethical standards of conduct. Although this may be considered by some to be restrictive upon traditional ecclesiastical freedom, a practical opportunity to extend chaplain capability and services into the training environment is provided.

The Staff Training Division has also traditionally been a Support Department function. Under the concept of a single Training Department, the responsibility for staff training falls logically under the jurisdiction of the Training Department. The Staff Training Division itself is subdivided in order to provide qualified training unit leaders to the Operations Department and to provide specialized training to functional staff members and orientation training to assisting command staffs such as medical, dental, and administrative commands whose personnel normally interface with recruits.

Both the Scheduling and Counseling Divisions have been placed within the Training Department to provide control of these most important functions by the responsible agent. Similarly, the Military and Navy Training Divisions have been provided control of the major schoolhouse training areas falling under their curriculum phase jurisdiction. The Adaptive/Remedial Training Branch remains under the Military Training Division although the adaptive training occurs as a function of Navy Processing and Orientation. This was done for three reasons: (1) adaptive training is specialized training and should be under the Training Department, (2) a majority of adaptive/remedial training areas are under the Military Training Division jurisdiction, and (3) the

Military Training Division has traditionally handled remedial training.

The Standards and Evaluation Department is the coordinating and control agency for all matters affecting the quality of recruit training in the administrative, support, training, and operational areas. A Standardization Division is provided to identify, develop as needed, and maintain training standards for staff and trainee alike. The assigned evaluators should actively pursue the maintenance of quality recruit training. Identification of training discrepancies and/or potential problems may be indicated by the Data Analysis Division. The Curriculum and Instructional Standards and Testing and Evaluation Divisions provide control of training and testing materials. This is required to have a measurable training program.

The introduction of Operations Departments as functional training organizations constitutes a change from traditional service academy modeling of recruit training to provide a more realistic alignment of the training organization with the fleet organizational pattern. The following explanations, starting at the training unit level, provide insight into the structuring of the Operations Departments.

The optimal size of a training unit equates to the maximum number of trainees within a definable organizational component which will permit the desired degree of supervision and administration of training to occur. The traditional 80 person training unit, composed of four 20 trainee sections is functional, provided that the instructional support ratio is adequate to accomplish the primary goals of each training phase. Table 13 displays a composite of RTI support requirements (NEC 9508) for each training phase. The instructor/trainee (IT) ratio is front-end loaded in order to provide maximal training assistance during the lowest experience level of trainees. As trainee capability increases, the intensity of direct supervision decreases to a level approximating conditions which a trainee can expect to experience during his next assignment. This does not imply a reduction in the amount of training taking place during Phase III since specialty instructors take over the burden of training carried by the RTIs in Phases I and II.

TABLE 13. RECRUIT TRAINING INSTRUCTOR (RTI) (NEC 9508) REQUIREMENTS BY PHASE

	PHASE I	PHASE II	PHASE III	PHASE IV
I/T Ratio	1-20	1-30	1-40	1-40
Organizational Component	Section (20)	Trng Unit (80)	Trng Unit (80)	Trng Unit (80)
RTIs Required	1	3	2	2

The use of academic instructors (NEC 9502) has not been directly addressed in the curriculum design. The loading requirement is essentially straightforward being based on subject area content and annual throughput at each RTC. Experience has shown that specialty instructors assigned classroom duty should not exceed 6 hours direct student contact per day nor more than 30 hours per week. To attempt more, seriously reduces instructor effectiveness. Section IV addresses personnel planning within the training plan.

Basic division size should not exceed four training units (320 trainees) in order to provide adequate opportunity for division officer supervision. The curriculum design requires a direct involvement in the training process by the division officer in the nature of conducting daily routine, inspections, and counseling. Traditionally, administrative duties have consumed an inordinate amount of recruit training division officer time. This design proposes that the bulk of administrative duties be placed at the next higher level of supervision within the command. Taking such action will free the division officer to become generally more visible to training units and provide increased opportunity for training observation and direct supervision of ongoing training. Division officer billets should require a prerequisite fleet tour and be in commissioned grade O-3 or above.

Departments directly supervising the recruit training function should provide the focal point for administrative control of instructional activities involving both recruits and training unit leaders. Each Training Department controls from four to six training divisions (1,400 to 1,900 trainees). The department commander billet, O-4 or above, includes the requirement for UCMJ, Article 15 authority as a function of operational efficiency in handling adverse actions and review boards. A primary concern of the department would be to ensure training continuity and coordination of training support effort. Specific staff manning requirements have not been determined by this report but the issue is addressed as part of implementation planning in section IV.

SECTION IV

IMPLEMENTATION PLAN

This section describes the planning and programming (figure 1, block 12) necessary to implement the proposed Navy recruit training design, curriculum outline and organizational changes presented in sections II and III of this report.

NAVY RECRUIT TRAINING PLAN

The TAEG proposed Navy Recruit Training Plan (NRTP) provides the key elements required for the continuation of the present program, response to periodic changes, and the implementation of the optimized recruit training program for the next decade. The NRTP has been designed to adjust to management changes in the Navy; e.g., Navy Manpower and Personnel Management Study,[11] and potential realignment of RTCs. In addition, the NRTP has been designed to reflect the policy, guidelines, and directions established by OPNAV Instructions including 1500.44,[12] 1500.8H,[13] and 5310.13.[14]

Based on the estimated Five Year Defense Plan (FYDP), the Navy will be required to supply or replace trained enlisted personnel at approximately the same rate experienced since 1973 (table 14). However, it is expected that the percent of women in the Navy will increase from 4.4 percent in FY 78 to 8.7 percent in FY 83 (see appendix C).

TABLE 14. PROJECTED ACCESSION RATE

Fiscal Year	Recruit Training Input*
1979	82,261
1980	108,730
1981	97,025
1982	93,318
1983	88,400
1984	103,400

* Figures reflect OSD data as of 10 August 1978

[11] Navy Manpower and Personnel Management Study. 30 November 1976. Office of the Chief of Naval Operations, Washington, D.C.

[12] OPNAVINST 1500.44. Subj: Responsibility for Development of Training Requirements and Training Plans. 24 October 1973. Chief of Naval Operations, Washington, D.C.

[13] OPNAVINST 1500.8H. Subj: Preparation and Implementation of Navy Training Plans (NTPs) in Support of Hardware and Nonhardware Oriented Developments. 3 July 1975. Chief of Naval Operations, Washington, D.C.

[14] OPNAVINST 5310.13. Subj: Manpower, Training and Personnel Plan. 28 January 1978. Chief of Naval Operations, Washington, D.C.

While the Chief of Naval Education and Training has been able to respond successfully to the supply and replacement of trained personnel (category I, OPNAVINST 1500.44) as applied to the recruit training program, there has been difficulty in developing long-term plans including training support for this program. This has been due in part to limited resources, necessary daily operations of the program, and the consistent changes in the length of recruit training (see appendix D).

TRAINING SUPPORT REQUIREMENTS

PERSONNEL. The success of the recruit training curriculum is dependent upon adequate resources in the form of personnel, training aids, and equipment. The training design requires a reorganization of the recruit training personnel structure to accomplish adequate span of control at critical training points and greater flexibility of personnel assignment for full utilization of particular talents and capabilities. The trainee requires considerable direction and control in the early stages of training. This is the point at which voluntary attrition risk is greatest. For these reasons, and others discussed previously, the heaviest concentration of RTIs has been placed in the early weeks of training.

This design assumes that instructors will work in teams and within training phases rather than having responsibility for all training related to a training unit. Successful conduct of the program also requires greater visibility of officer personnel to simulate the fleet environment and provide better quality control. The ratio of officers to trainees will require revision to accomplish this end.

TRAINING AIDS AND EQUIPMENT. The planning for resources to provide the required training aids and equipments is included in the implementation plan. The program can be initiated with minimal immediate support, but, in order to optimize training, some major improvements are required. These should be finalized during a training support conference. For example, it is less than adequate training to teach knot tying with 1/8 inch "clothesline" when the job setting calls for handling 3-inch or larger hawser and wire rope. The procedure and movements required are distinctly different processes. A line splicing and handling area adjacent to a rigging area should be acquired for each site conducting recruit training. Similarly, major improvements to existing obstacle courses should be undertaken to make a combination physical fitness and confidence course by duplicating typical physical obstacles found in the operational environment. Updating and acquisition of simulated ships and deck mockups are required.

The standardization of training across training sites is an achievable goal. This will require a duplication of aids and equipment at each training site. To accomplish this, a central desk dedicated to this effort is essential. The billet exceeds that of a supply control point because the desk must act as a clearinghouse for innovative and responsible training improvements as well as for funding and acquisition.

NAVY RECRUIT TRAINING PLAN REQUIREMENTS

The Navy Recruit Training Plan (NRTP) is designed to accommodate response

by management and administration to the Navy total force concept. To implement, accomplish, and update this plan, there are certain responsibilities that must be directly assigned. These include:

- centralized management control that will clearly identify all levels of authority
- a total force long-range plan that provides input to and from the centralized manager of recruit training
- a mobilization plan that reflects the total requirement for the Navy recruit training system
- recognition that the NRTP must have objectives and goals that are accountable to the total Navy resources structure.

NAVY RECRUIT TRAINING PLAN OBJECTIVES

As appropriate, the NRTP objectives should reflect objectives of the Navy Manpower, Training and Personnel (MANTRAPERS) Plan. Specific objectives that relate to the NRTP and recruit training are as follows:

Obj. 1 Conduct an annual review of Required Operational Capability (ROC) and Project Operational Environment (POE) to determine impact on recruit training.

Obj. 2 Conduct an annual review of the Navy mobilization plan and incorporate changes in NRTP as required.

Obj. 3 Incorporate the NRTP into the Program Objective Memorandum (POM) through a yet to be designated Program Sponsor and Program Manager.

Obj. 4 Provide an approved NRTP sufficiently in advance to allow for the proper facilities and acquisition of training aids and devices.

Obj. 5 Annually review the NRTP to ensure that allocated training billets and the recruit training curriculum can realistically meet the objectives of the plan.

Obj. 6 Provide a system responsive to the NRTP whereby accurate and timely billets are provided and early changes in billet authorization plans can be incorporated.

Obj. 7 Annually examine socioeconomic and demographic conditions and respond in the NRTP to alternatives based on the projected (15 years) Qualified Military Available (QMA) system (see appendix C of this report).

Obj. 8 Based on the review and validation of Navy enlistment entry tests, adjust NRTP and recruit curriculum.

Obj. 9 Ensure the NRTP reflects the Navy consolidated planning for accession and initial training requirements.

Obj. 10 Ensure the NRTP is developed in such a way as to continue to sustain a successful training system that will provide newly enlisted personnel the indoctrination, orientation, and basic skills required for apprentice or technical training.

Obj. 11 Design the NRTP and recruit training system to screen out those newly enlisted personnel who have a low probability of success in a Navy career.

Obj. 12 Ensure the NRTP sustains the means of providing basic communications and computational skills to recruits that have a potential service to the Navy.

Obj. 13 Ensure the NRTP provides for resources to develop and implement changes to the recruit curriculum which are independent of the traditional POM cycle.

Obj. 14 As part of a Navy-wide system for measuring personnel readiness, ensure the NRTP provides feedback on recruit graduates' successes and shortfalls in follow-on training.

Obj. 15 Ensure the NRTP reflects the ethical standards, moral, and social climate established by the Navy.

RECRUIT PROGRAM MANAGER

The NRTP is based on the assumption that a program manager would be assigned for the planning and implementation of recruit training requirements to include manpower needs, facility requirements, providing policy, coordinating action, and procedural guidance. Based on the FYDP it is anticipated that in excess of 500,000 recruits will be trained from FY 79 through FY 84. With the continuous large input of new personnel, there is a need to establish within the present chain of command an office properly staffed to project requirements and changes and plan for and implement the Navy Recruit Training system. Figure 8 provides the relationship of the Navy Recruit Program Manager to information, personnel, and management flow.

INFORMATION FLOW. While various offices in the chain-of-command are provided information, often the information is not furnished in sufficient time for proper planning. Normally, the lead times required for programming purposes are: (1) 5 years for MILCON projects, (2) 3 to 4 years for major training equipment, (3) 1 to 2 years for minor training aids (provided funds are available), and (4) approximately 3 years for major funding and billet adjustment.

It is essential that the program manager be a major user of current and projected management/personnel information systems of the Navy as well as external sources that can assist in long-term planning. Such data sources would include the Advanced Information System (AIS), the Navy Manpower Requirements System (NMRS), and the Qualified Military Available (QMA) System.

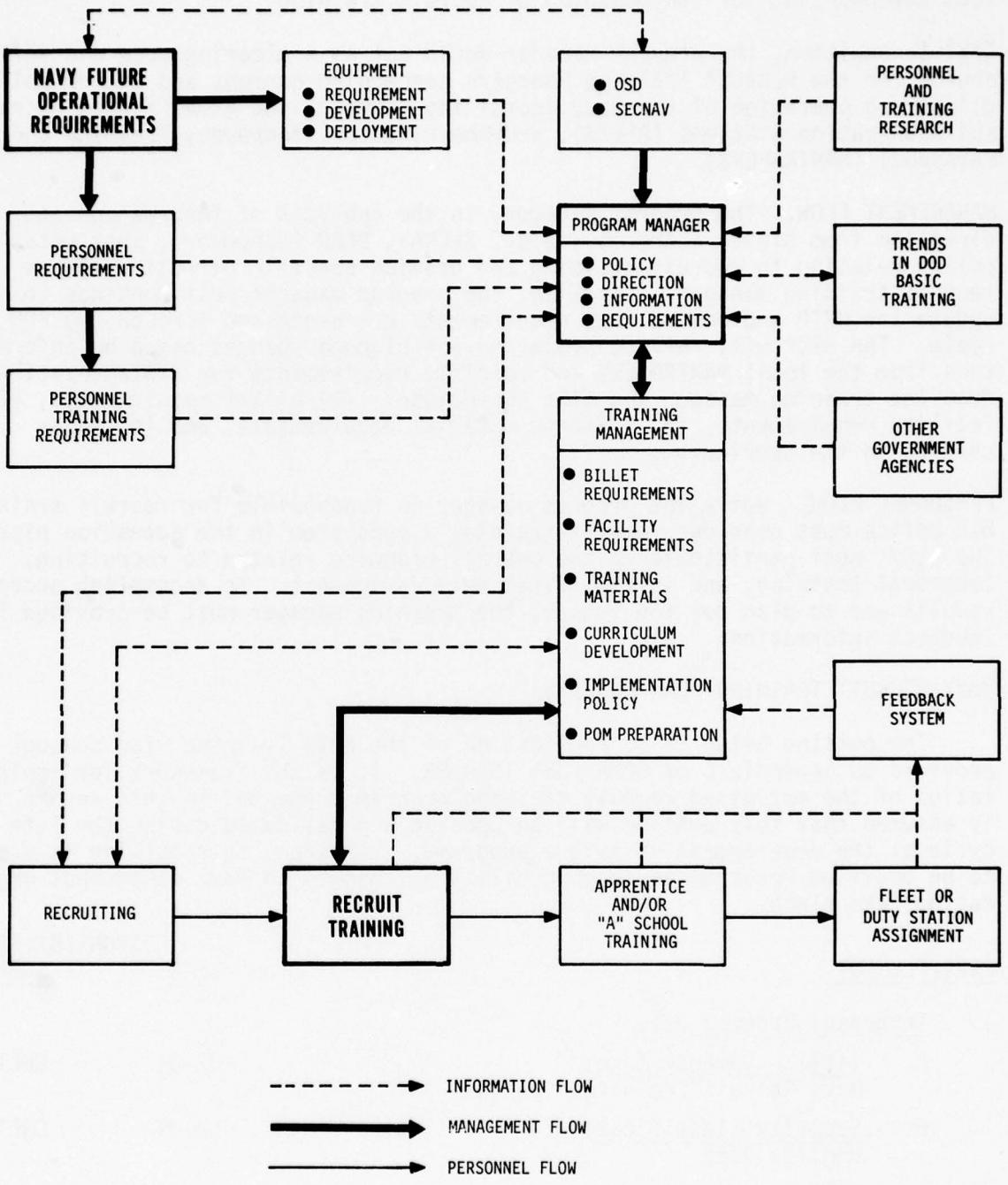


Figure 8. Relationship of Recruit Program Manager to Recruit Training System

This information combined with selected data from other federal departments and agencies on social and economic conditions and trends in the United States would form the baseline for the planning of recruit training.

In addition, the program manager would act as a clearinghouse and information source for the Recruit Training Managers concerning current and future policy, plans, and operation of the Navy Recruiting Command, the Armed Forces Entrance and Examination Stations (AFEES), and the Director, Manpower, Training and Personnel (MANTRAPERS).

MANAGEMENT FLOW. The program manager, in the analysis of information and direction from higher authority; e.g., SECNAV, DCNO (Manpower), must establish policy relating to recruit training and provide specific direction to the recruit training manager. Likewise, the program manager must continue to update the NRTP and ensure that requirements are processed through the POM cycle. The NRTP will reflect projected and planned changes based on information from the total MANTRAPERS and specific requirements for implementation from the training manager and RTCs to include: (1) billet requirements, (2) facility requirements, (3) training material requirements, and (4) major changes in the curriculum.

PERSONNEL FLOW. While the program manager is responsible for recruit training, his office must consider recruit training a subsystem in the accession pipeline. The staff must participate in the overall planning related to recruiting, technical training, and initial first duty assignment. To accomplish acceptable results and to plan for the future, the training manager must be provided formal feedback information.

NAVY RECRUIT TRAINING PLAN OUTLINE

The outline below is an application of the Navy Training Plan concept provided by appendix C of OPNAVINST 1500.8H. It is the framework for implementation of the optimized recruit training program presented in this report. It is assumed that this outline will be updated and validated during the life cycle of the development of future programs. Likewise, this outline is expected to be modified relating to responsibility as changes in Navy management organization take place.

PART/ELEMENT			RESPONSIBILITY LEAD	SUPPORT
I	Technical Program Data			
	A.	Title - Nomenclature: Navy Recruit Training Plan (NRTP)	OP-01	CNET
	B.	Security Classification: Unclassified	OP-01	CNET
	C.	NRTP Principals: OP-01 OP-099 CHNAVPERS CNET CNTECHTRA	OP-01	CNET
		OPNAV Sponsor	OP-01	To be determined

Principal Development Activity (PDA)	CNET	CNTECHTRA
Training Agency (TA)	CNET	CNTECHTRA
Training Support Agency (TSA)	To be determined	

The TA (CNET) will have the responsibility of selecting the TSA. The TA will utilize his functional commands to accomplish this requirement. Logistic support in terms of services (billets), facilities, training hardware, and software is critical in the development of the optimized recruit training program.

D. Operational Use: OP-01 CNET

The Navy has operated a separate recruit training program since prior to World War I which provides basic orientation and indoctrination training to the newly enlisted. This training provides orderly transition from civilian to Navy life, motivates the individual as a productive member of the service, and provides the initial basic skills and ethical standards required to function in the fleet. The Navy Recruit Training Program is the vehicle through which approximately 100,000 men and women are assigned each year prior to follow-on apprentice and/or technical training. The NRTP will provide the framework for implementation of an optimized program for the next decade. The NRTP is unique in that it does not address hardware.

E. New Features: OP-01 CNET

Optimized curriculum presented in sections II and III of this report.

F. Description:

1.	Training Curriculum	CNET	CNTECHTRA
2.	Recruit Training Instructors (RTI)	CNET	CNTECHTRA
3.	Interface and Impact on Other Systems:		
	a. Navy Recruiting Command	OP-01	CNET
	b. Apprentice Training	CNET	CNTECHTRA
	c. "A" School Training	CNET	CNTECHTRA
	d. Other Services	OP-01	CNET

G. Training Concept OP-01 CNET

H. Evaluation:

1.	Internal Evaluation	CNET	CNTECHTRA

2.	External Evaluation	OP-01	CNET

I. Description: OP-01 CNET

1. Goals of the NRTP are as follows:

   a. Navy managers will evaluate and approve the recruit training optimization concepts.

   b. Sponsor, OP-01, will establish the Navy Recruit Training Executive Committee.

   c. Sponsor will take appropriate action to appoint program manager.

   d. Program manager will direct an analysis on current CNET, CNTECHTRA, NTC, NAC, RTC, and other supporting resources that support Navy Recruit Training to include personnel/billets, facilities, funding, and materials. This will serve as a baseline for implementation of NRTP.

   e. Program manager will project and keep current Basic Military Training student input for enlisted personnel.

   f. Program manager will act as Navy central point for information, plans, and programs.

   g. Program manager will develop specific requirements and present formal NRTP.

   h. Sponsor will review projected requirement and approve NRTP.

   i. Program manager in conjunction with responsible lead and support activities will implement the POM cycle.

   j. The NRTP shall be responsive to realignment of Recruit Training Commands.

   k. Program manager will develop a feedback system to identify deficiencies in the recruit training curriculum.

NAVY RECRUIT TRAINING PLAN IMPLEMENTATION

The NRTP Implementation Plan is based upon an approval and start date in FY 79 to achieve a ready for training date of 1 October 1983. It is projected that preplanning would take place during FY 79 with the initial POM cycle (Planning) to start in April 1980. The NRTP implementation milestones recognize the programming cycle and lead time required for military construction, training material, and billet adjustment. Billet requirements will be based on Navy Manpower Planning System (NAMPS), the NRTP, and as required other appropriate Navy systems.

Milestone events, corresponding to the stated NRTP outline goals, have been identified as follows:

1. approve optimized Navy Recruit Training plan
2. appoint program manager and executive committee for implementation
3. develop implementation requirements
4. approve implementation requirements
5. charter task force and assign responsibilities
6. update recruit input projections
7. revise RTC Standard Organization
8. develop and submit billet requirements into POM
9. develop and submit facility requirements into POM
10. develop curriculum instructional topics
11. develop instructional guides
12. develop recruit training testing and evaluation plan/materials
13. develop staff training curricula and material support plan
14. develop requirements for ship rigging area
15. develop requirements for Ship Orientation Confidence Course
16. update and develop fire fighting training requirements at RTC Great Lakes and/or RTC San Diego
17. consolidate and develop near term Recruit Training System package (items 10, 11, 12, 13, 14, 15, and 16) and enter into POM
18. finalize near-term implementation plan
19. approve near-term plan
20. develop and issue near-term implementation instructions
21. conduct near-term staff training
22. implement near-term Recruit Training System
23. develop long-term recruit training instructional support package:
    a. training ships

b. general purpose recruit training weapon system trainer

c. additional long-term training support requirements such as live firing ranges, drill halls, quarter decks, etc.

24. consolidate and finalize long-term implementation plan

25. approve long-term plan

26. develop and implement long-term instructions/revise curriculum as required

27. conduct long-term plan for staff training

28. implement optimized Recruit Training System

Figure 9 provides a layout of task sequencing to accomplish implementation milestones. These tasks have been placed on three separate management levels to aid in identifying assignments and responsibilities. Level I functions are primarily those of control and approval. It should be noted that decisions related to a revised RTC Standard Organization are critical to the implementation plan and are required early in the process. This is due to billet determination requirements and subsequent POM submissions which affect the parameters of other components of the plan. Level II management functions correspond to those of an operations center; i.e., defining, tasking, reviewing, and controlling subordinate activities. Level III taskings fall into the general areas of administration, curriculum development, and instructional support. The tasks are such that several efforts may be ongoing during the same time period.

Two support plans, near-term and long-term, are required to meet POM cycle requirements for major training subsystems identified by this report to optimize recruit training. These subsystems include:

1. general purpose surface warfare weapon system orientation trainer to include AAW and ASW

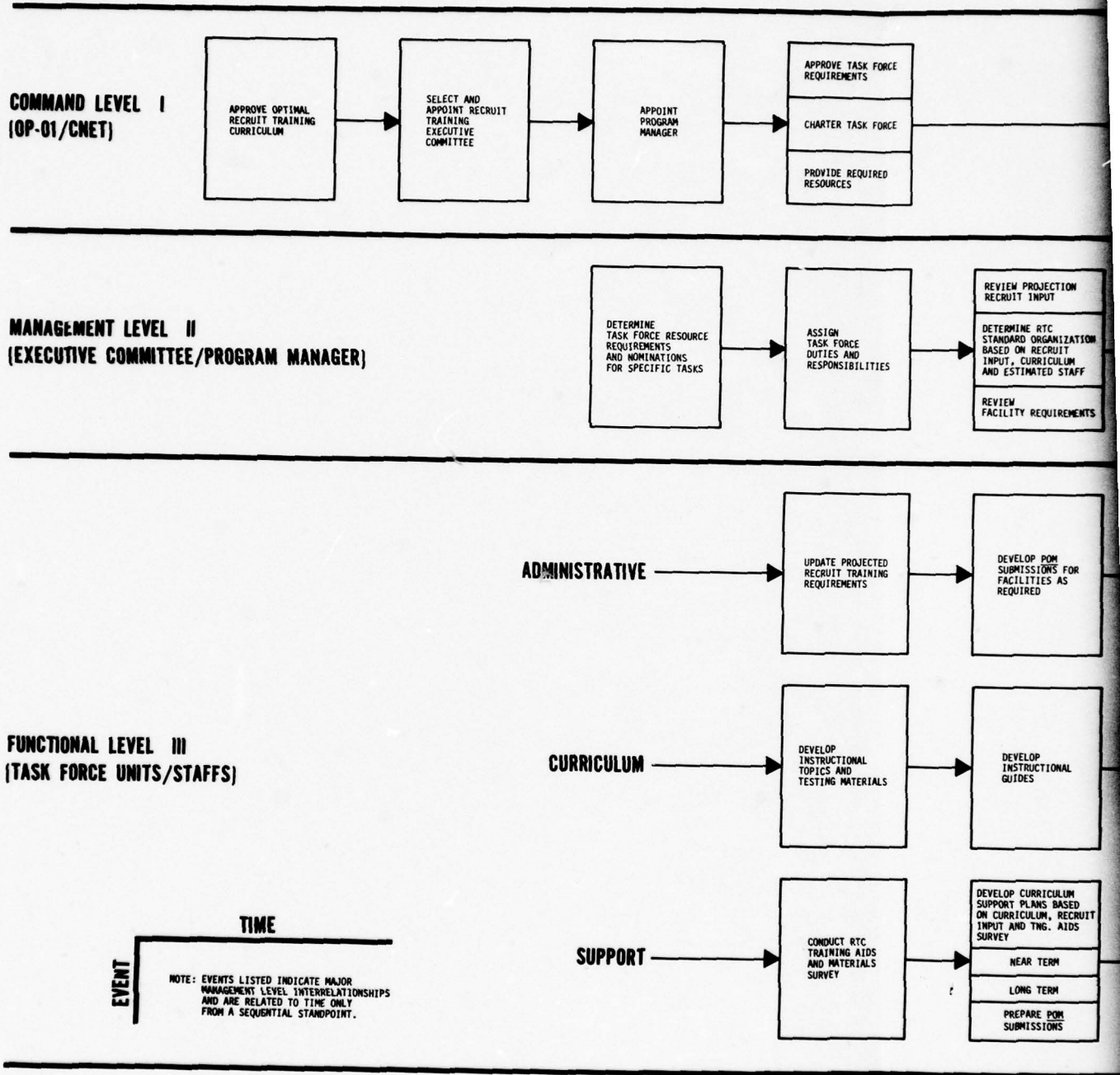
2. all weather fire fighting system for RTC Great Lakes and/or San Diego. Consideration should be given to the Advanced Fire Fighting Simulator, Device 19F1, with expansion to A, C, and D fires.

3. training ships to include updating BLUEJACKET at RTC Orlando. Emphasis should be placed on both external configuration and internal compartment living.

4. ship rigging area

5. ship oriented confidence course

6. additional long-term support (firing range modifications, drill halls, quarter decks, etc.).


COMMAND LEVEL I
(OP-01/CNET)
APPROVE OPTIMAL RECRUIT TRAINING CURRICULUM
SELECT AND APPOINT RECRUIT TRAINING EXECUTIVE COMMITTEE
APPOINT PROGRAM MANAGER
APPROVE TASK FORCE REQUIREMENTS
CHARTER TASK FORCE
PROVIDE REQUIRED RESOURCES
MANAGEMENT LEVEL II
(EXECUTIVE COMMITTEE/PROGRAM MANAGER)
DETERMINE TASK FORCE RESOURCE REQUIREMENTS AND NOMINATIONS FOR SPECIFIC TASKS
ASSIGN TASK FORCE DUTIES AND RESPONSIBILITIES
REVIEW PROJECTION RECRUIT INPUT
DETERMINE RTC STANDARD ORGANIZATION BASED ON RECRUIT INPUT, CURRICULUM AND ESTIMATED STAFF
REVIEW FACILITY REQUIREMENTS
FUNCTIONAL LEVEL III
(TASK FORCE UNITS/STAFFS)
ADMINISTRATIVE
UPDATE PROJECTED RECRUIT TRAINING REQUIREMENTS
DEVELOP POM SUBMISSIONS FOR FACILITIES AS REQUIRED
CURRICULUM
DEVELOP INSTRUCTIONAL TOPICS AND TESTING MATERIALS
DEVELOP INSTRUCTIONAL GUIDES
SUPPORT
CONDUCT RTC TRAINING AIDS AND MATERIALS SURVEY
DEVELOP CURRICULUM SUPPORT PLANS BASED ON CURRICULUM, RECRUIT INPUT AND TNG. AIDS SURVEY
NEAR TERM
LONG TERM
PREPARE POM SUBMISSIONS
TIME
EVENT
NOTE: EVENTS LISTED INDICATE MAJOR MANAGEMENT LEVEL INTERRELATIONSHIPS AND ARE RELATED TO TIME ONLY FROM A SEQUENTIAL STANDPOINT.

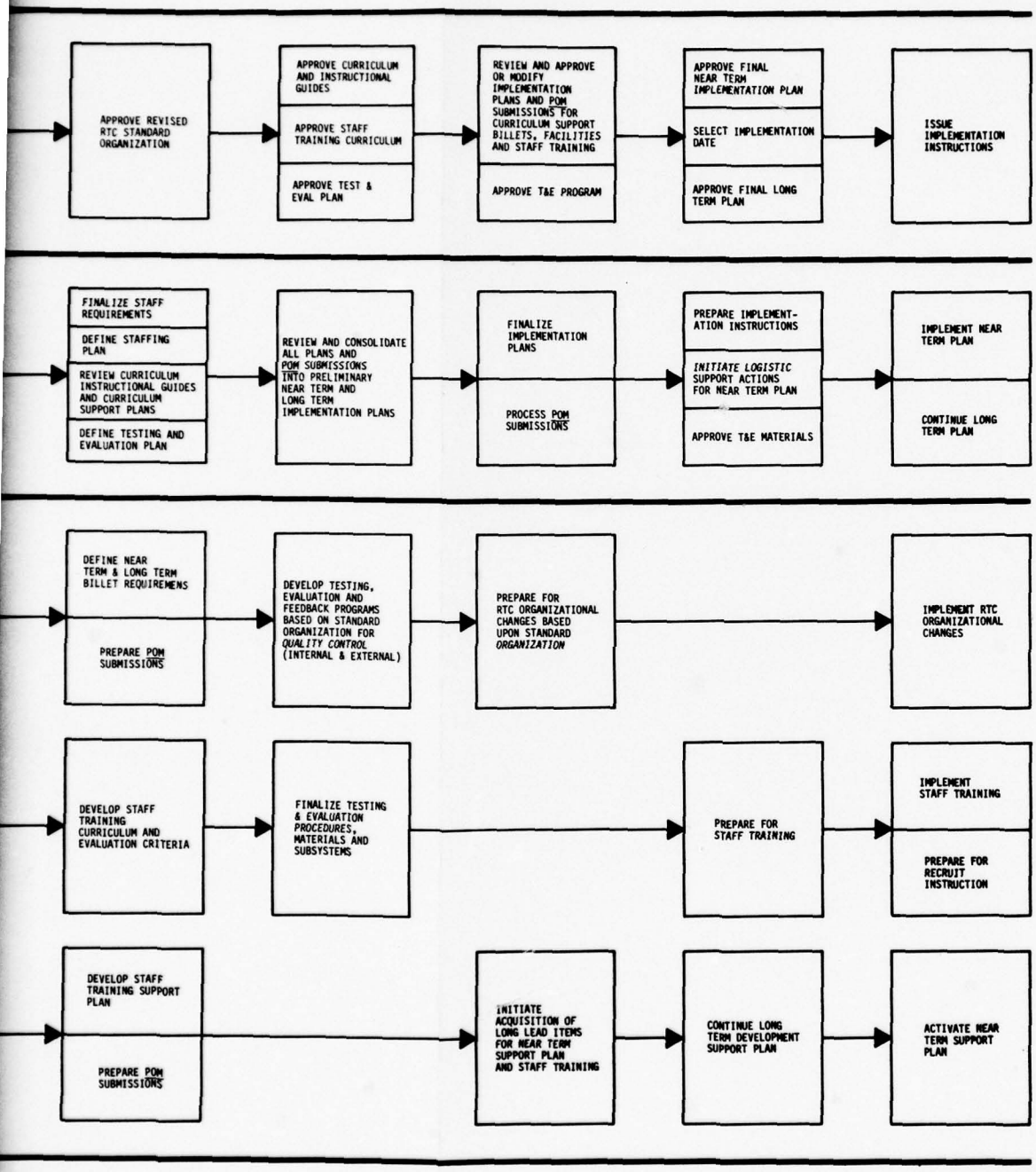
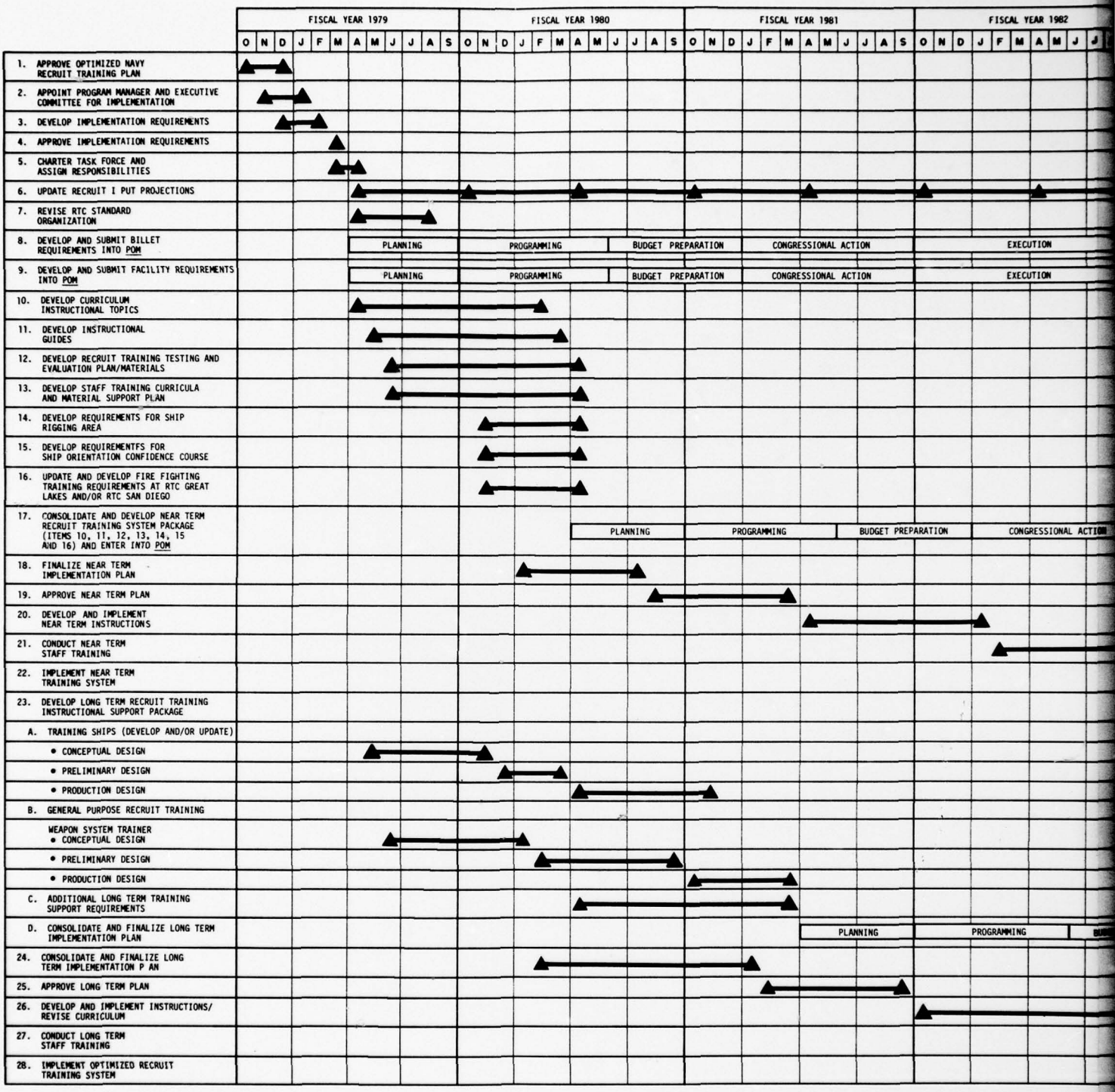


Figure 9. Implementation Tasks at Command, Management, and Functional Levels

Figure 10 provides a master plan to achieve implementation and can be used as a "HOW-GOES-IT" chart for the October 1983 start training date. The major milestones of the NRTP should be finalized at a training plans conference with key elements supported by a summary for monitoring purpose developed by the sponsor, program manager, and action activities.

IMPLEMENTATION DECISIONS. Figure 11 is a flow diagram of the implementation decision process to be followed for the proposed training design. Prior to full implementation of training, a pilot program should be conducted at one of the RTCs to debug the system. Should the program not be approved in its entirety, section V provides a method for developing alternative training curricula.


FISCAL YEAR 1979
FISCAL YEAR 1980
FISCAL YEAR 1981
FISCAL YEAR 1982
O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J
1. APPROVE OPTIMIZED NAVY RECRUIT TRAINING PLAN
2. APPOINT PROGRAM MANAGER AND EXECUTIVE COMMITTEE FOR IMPLEMENTATION
3. DEVELOP IMPLEMENTATION REQUIREMENTS
4. APPROVE IMPLEMENTATION REQUIREMENTS
5. CHARTER TASK FORCE AND ASSIGN RESPONSIBILITIES
6. UPDATE RECRUIT I PUT PROJECTIONS
7. REVISE RTC STANDARD ORGANIZATION
8. DEVELOP AND SUBMIT BILLET REQUIREMENTS INTO POM
PLANNING
PROGRAMMING
BUDGET PREPARATION
CONGRESSIONAL ACTION
EXECUTION
9. DEVELOP AND SUBMIT FACILITY REQUIREMENTS INTO POM
PLANNING
PROGRAMMING
BUDGET PREPARATION
CONGRESSIONAL ACTION
EXECUTION
10. DEVELOP CURRICULUM INSTRUCTIONAL TOPICS
11. DEVELOP INSTRUCTIONAL GUIDES
12. DEVELOP RECRUIT TRAINING TESTING AND EVALUATION PLAN/MATERIALS
13. DEVELOP STAFF TRAINING CURRICULA AND MATERIAL SUPPORT PLAN
14. DEVELOP REQUIREMENTS FOR SHIP RIGGING AREA
15. DEVELOP REQUIREMENTFS FOR SHIP ORIENTATION CONFIDENCE COURSE
16. UPDATE AND DEVELOP FIRE FIGHTING TRAINING REQUIREMENTS AT RTC GREAT LAKES AND/OR RTC SAN DIEGO
17. CONSOLIDATE AND DEVELOP NEAR TERM RECRUIT TRAINING SYSTEM PACKAGE (ITEMS 10, 11, 12, 13, 14, 15 AND 16) AND ENTER INTO POM
PLANNING
PROGRAMMING
BUDGET PREPARATION
CONGRESSIONAL ACTION
18. FINALIZE NEAR TERM IMPLEMENTATION PLAN
19. APPROVE NEAR TERM PLAN
20. DEVELOP AND IMPLEMENT NEAR TERM INSTRUCTIONS
21. CONDUCT NEAR TERM STAFF TRAINING
22. IMPLEMENT NEAR TERM TRAINING SYSTEM
23. DEVELOP LONG TERM RECRUIT TRAINING INSTRUCTIONAL SUPPORT PACKAGE
A. TRAINING SHIPS (DEVELOP AND/OR UPDATE)
• CONCEPTUAL DESIGN
• PRELIMINARY DESIGN
• PRODUCTION DESIGN
B. GENERAL PURPOSE RECRUIT TRAINING
WEAPON SYSTEM TRAINER
• CONCEPTUAL DESIGN
• PRELIMINARY DESIGN
• PRODUCTION DESIGN
C. ADDITIONAL LONG TERM TRAINING SUPPORT REQUIREMENTS
D. CONSOLIDATE AND FINALIZE LONG TERM IMPLEMENTATION PLAN
PLANNING
PROGRAMMING
24. CONSOLIDATE AND FINALIZE LONG TERM IMPLEMENTATION P AN
25. APPROVE LONG TERM PLAN
26. DEVELOP AND IMPLEMENT INSTRUCTIONS/ REVISE CURRICULUM
27. CONDUCT LONG TERM STAFF TRAINING
28. IMPLEMENT OPTIMIZED RECRUIT TRAINING SYSTEM

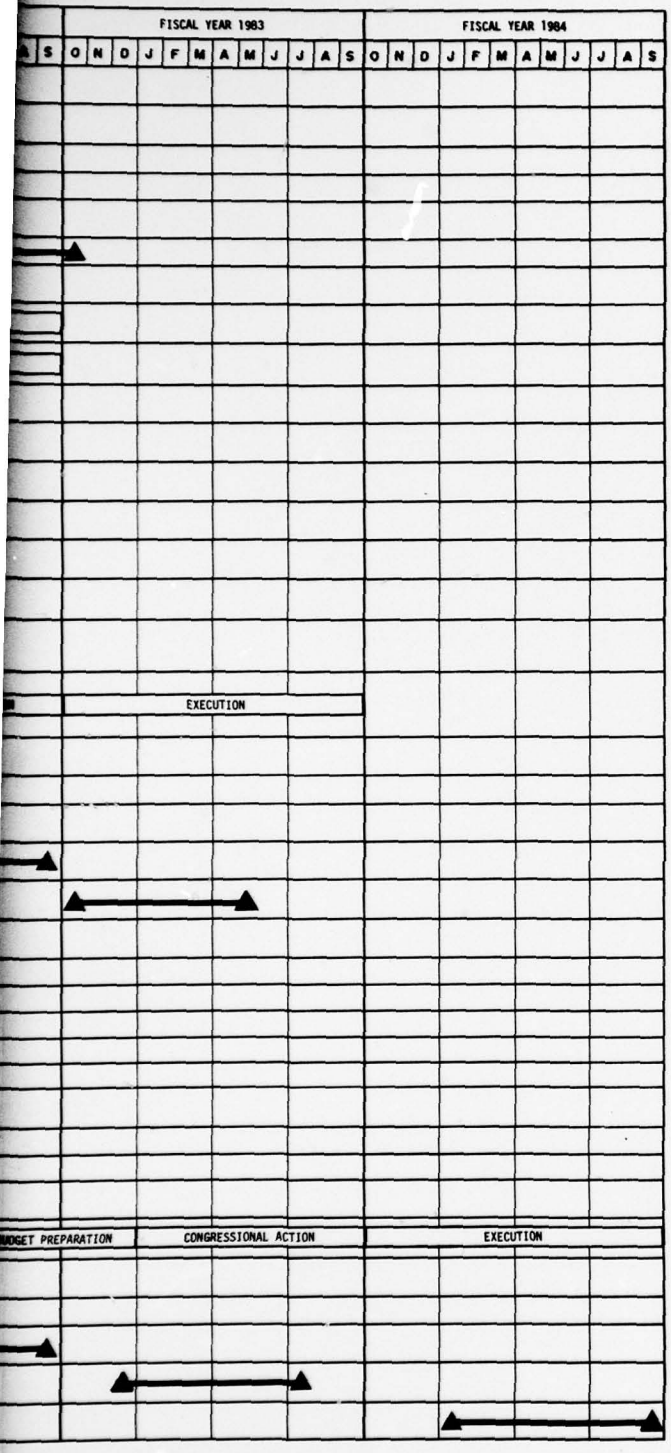


Figure 10. Implementation Milestones Related to POM Cycles

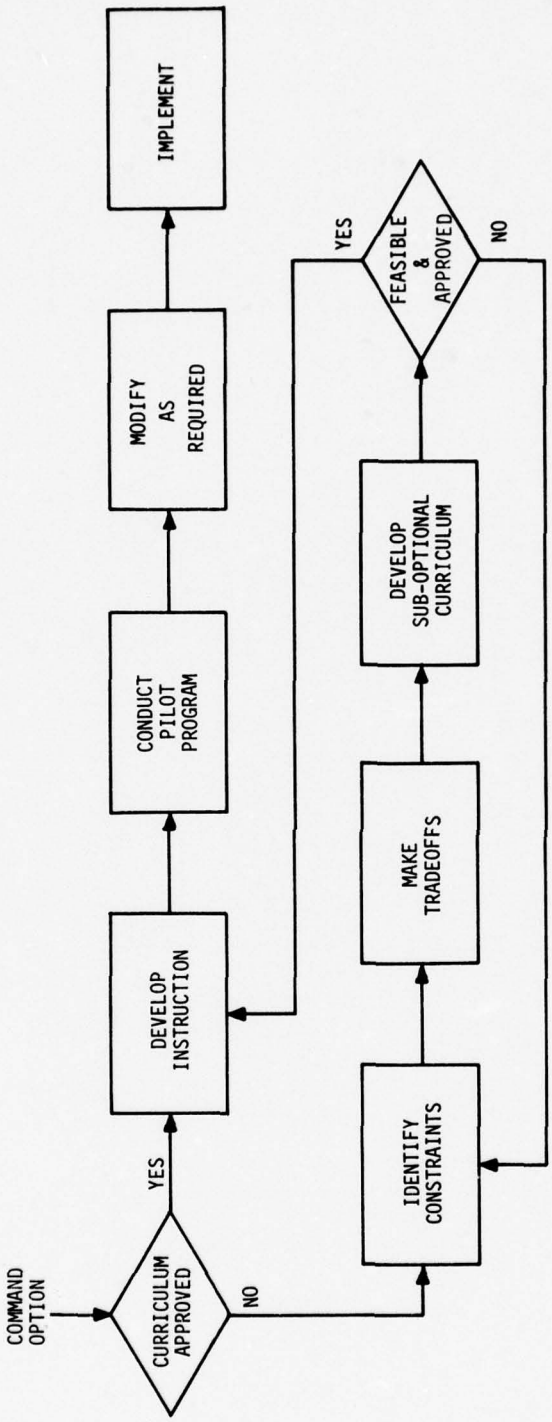


Figure 11. Implementation Decision Process

SECTION V

RECRUIT TRAINING PROGRAM MODIFICATION

This section provides a method for adjusting the optimal curriculum to meet new requirements resulting from revised fleet requirements, changes in trainee input, new technology, or changes in training resources. In addition, the methodology is responsive to directed requirements in terms of proficiency level, cost to train, or time to train. It must be clearly recognized that any modification or reduction to the proposed optimal curriculum requires trade-offs and may have an adverse impact upon required training. Because certain requirements in the processing, basic military, and detachment/transfer phase of training are mandated, there is little opportunity for adjustment in these areas. These mandated training requirements utilize approximately 80 percent of the available training time. The remaining 20 percent of training time is consumed by the Basic Navy Training phase of recruit training. The single exception to these generalizations is the possible transfer of some testing and classification functions to the AFEESs as recommended in this report. Revision of this area of training must be carefully considered to prevent loss of training program integrity.

An orderly procedure for affecting changes, when required, is contained in figure 12. It is based upon prioritization of training topics within the total curriculum and a balancing of required training resources to available training resources. If required training resources exceed those available, lower priority topics and/or training objectives within topics are modified or eliminated until system balance is obtained.

A technique using value weighting of training objectives according to criticality is used within the routine to insure placement of high priority training objectives within the curriculum before those of lesser priority. During the process training objectives are identified, assigned a priority weight, and grouped under descriptive topic headings which comprise the curriculum.

The priority system is based upon a value weighting of training objectives on a scale (low to high) of 1 to 4. Objectives are assigned value weights according to the following descriptions:

Weight	Descriptions
1	Activities associated with recruit training which are desirable but not critical to the training mission Example: Cruise book pictures, recruit choir, drill and parade teams
2	General military/Navy orientation providing career data which could be acquired on an individual basis, during off duty hours, via nondirect instruction by pamphlets, posters, or packaged audiovisual programs Example: Retirement benefits, veterans benefits, recreation or education opportunities, dependent medical procedures

3 Public law, DOD, or Navy mandated training which must be included within the training program but not directly related to fleet safety or operation

Example: Defensive Driving, Human Relations Training, Advancement Procedures, Military Rights and Responsibility

4 Training directly related to safety, security, and individual successful performance as a Navy member in fleet operations

Example: Navy watchstanding, basic damage control, basic deck seamanship, Navy's accident prevention program, wear and care of uniforms.

Upon completion of value weighting, the objectives are placed in logical groups for instruction under a descriptive topic heading. Topic prioritization is accomplished by obtaining the average value of all objectives within a topic. For example, a topic may contain five objectives with a total value of 17. The average value (17 ÷ 5) is 3.4. This value is then compared with the following scale to determine the topic priority.

Average Value	Priority
3.5 - 4.0	1
2.5 - 3.4	2
1.5 - 2.4	3
0 - 1.4	4

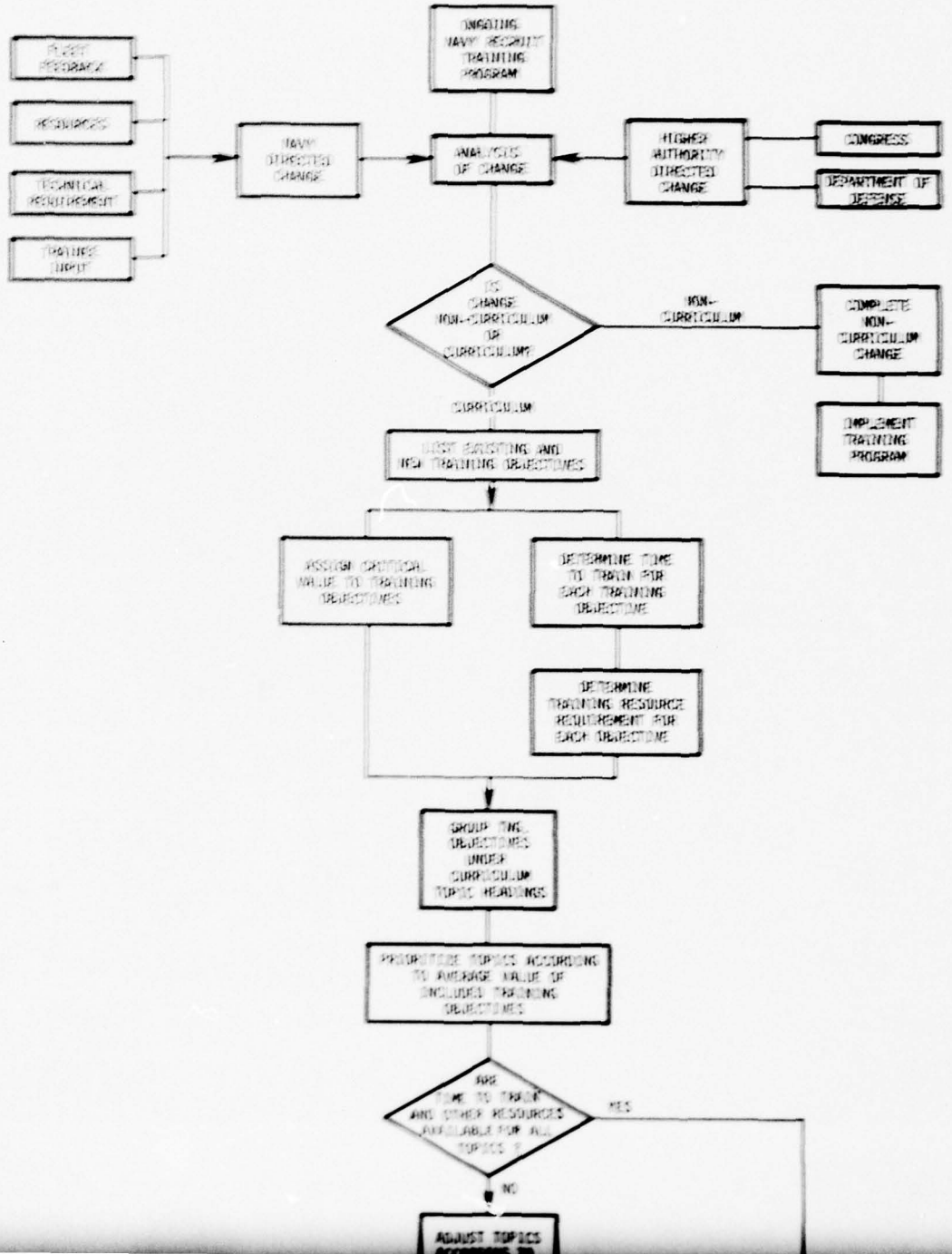
By grouping all topics according to priority, a legitimate curriculum content can be determined and resource requirements estimated. The accumulative resources and time to train for prioritized topics are then developed and compared with the resources available. If resources can not be acquired within an acceptable time frame the alternative is to reduce training by eliminating low priority topics or by modifying topics via a reduction of objectives contained within the topic. If the curriculum topic adjustment meets time to train and other resources, then the developer implements the system design, Section II, block 6 of this report. If the adjustment can not be accomplished, then further change must be made.

The logic sequence of the change model (figure 12) following prioritization of topics is that of a reduction pattern. The lowest priority topic is analyzed first followed by evaluation of its parts (objectives).

As with the topics, objectives within topics are analyzed and reduced according to value (low to high) until resource constraints have been met or until all objectives have been subjected to analysis and the next lowest topic must be selected. Although an arbitrary decision may be required in the case of multiple topics of equal priority the process of modifying the topic components by elimination of objectives will in a majority of such cases resolve the problem. In any event, the logic maintains highest priority training capability whether the effect

of the initial change requirement expands, reduces, or substitutes training while being processed.

Once the curriculum topics and objectives have been finalized, the recruit training system design methodology is continued. This is accomplished by using this newly revised data in performing the learning analysis in block 6 of the Recruit Training System Design (figure 1) described in section II of this report.


ONGOING NAVY SECURITY TRAINING PROGRAM
FLEET FEEDBACK
RESOURCES
TECHNICAL REQUIREMENT
TRAINING INPUT
NAVY DIRECTED CHANGE
ANALYSIS OF CHANGE
HIGHER AUTHORITY DIRECTED CHANGE
CONGRESS
DEPARTMENT OF DEFENSE
IS CHANGE NON-CURRICULUM OR CURRICULUM?
NON-CURRICULUM
COMPLETE NON-CURRICULUM CHANGE
IMPLEMENT TRAINING PROGRAM
CURRICULUM
ASSIGN CRITICAL VALUE TO TRAINING OBJECTIVES
DETERMINE TIME TO TRAIN FOR EACH TRAINING OBJECTIVE
DETERMINE TRAINING RESOURCE REQUIREMENT FOR EACH OBJECTIVE
GROUP TNG OBJECTIVES UNDER CURRICULUM TOPIC HEADINGS
PRIORITIZE TOPICS ACCORDING TO AVERAGE VALUE OF INCLUDED TRAINING OBJECTIVES
ARE TIME TO TRAIN AND OTHER RESOURCES AVAILABLE FOR ALL TOPICS ?
YES
NO
ADJUST TOPICS

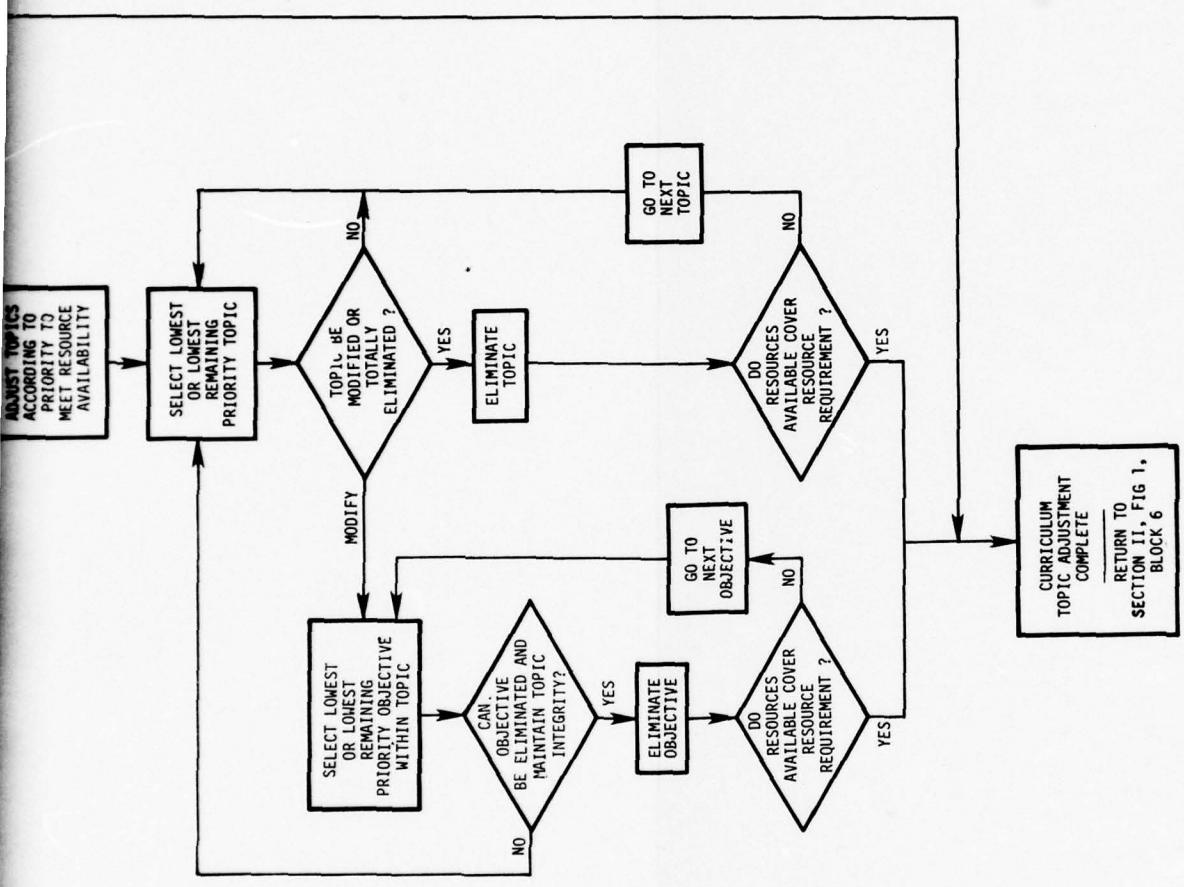


Figure 12. Model for Prioritizing Training Topics to Achieve Program Change

SECTION VI

RECOMMENDATIONS

This section provides recommendations relating to the training design described in this report for the Navy recruit training program. These recommendations are broken-down into three areas: (1) general recommendations relating to policy for implementation of the training design and the implementation plan delineated in this report, (2) recommendations that can be implemented with minimal resources and staff coordination, and (3) recommendations that require mid- or long-term planning, funding, and/or procurement.

GENERAL RECOMMENDATIONS

The following recommendations address policy concerning the optimal design and implementation plan.

1. approve the optimal training design and recruit training organization presented in this report

2. approve and implement the Navy Training Plan objectives as outlined in section IV of this report

3. approve and establish during FY79 a Recruit Training Program Manager

4. approve and start implementation of the Navy Recruit Training Plan

5. develop and implement a training program to ensure that all staff and support personnel are thoroughly trained prior to implementation of the recommended optimized program.

IMMEDIATE ACTION RECOMMENDATIONS

The recommendations listed below can be implemented without additional resources or continuing effort by the Navy.

1. continue effort to restructure recruit apprentice and technical training within a framework of daily and weekend standard routines approximating fleet operational routines

2. continue effort to standardize training procedures across the Recruit Training Commands

3. continue effort to standardize the implementation of Recruit Training curriculum to include instructor guides

4. establish a central desk for coordination, standardization, and acquisition of training material

5. conduct an on-site inventory of current training material, aids, and devices including Cognizance Symbol "20" equipment. Based on the inventory and the optimal curriculum, identify training material required and submit via the

POM cycle

6. provide a regulation haircut meeting Navy standards in lieu of "recruit cut." This will support instruction of Navy grooming standards and permit improved sizing of head gear at uniform issue. Present fittings of headgear following 'recruit cut' cause misfit of headgear when grooming standards are met following recruit training because of increased hair length and hat size.

7. eliminate saluting of petty officers by recruit personnel except for those Navy formations and musters which require exchange of salutes by enlisted personnel

8. redesignate NEC 9508 from Company Commander to Recruit Training Instructor

9. select a Recruit Training Instructor of the Year to be assigned to CNET or CNTECHTRA as an advisor on RTI matters

10. continue the annual evaluation of the RTC physical fitness training program presently conducted by the CNET

11. continue close liaison with the United States Military Enlisted Processing Command (MEPCOM) and the Armed Forces Entrance and Examination Stations (AFEES)

12. start development to upgrade the present obstacle courses to simulated shipboard oriented confidence courses

13. evaluate the present small arms training simulator, targeting systems and weapon adaptors being used or underdevelopment by the Army, Air Force, and Marine Corps. Adapt small arms training to the standard small arms of the Navy (M-14 and M-1911A1). Select the system that best meets the needs of the Navy.

14. take action to start developing (consolidate, redefine, standardize, and promulgate) Navy ethical standards of conduct afloat and ashore

15. emphasize the role of the individual in a compartmentalized shipboard environment during all phases of the acquisition and training pipeline

16. initiate use of a performance rating form during recruit training to measure attitudinal behavior and general overall performance

17. place greater emphasis on the utilization of Watch, Quarters, and Station Bill within training units and training divisions to provide operational realism.

MID- AND LONG-TERM RECOMMENDATIONS

The following recommendations require a degree of long-term preparation, planning, budgeting, and staff coordination prior to implementation.

1. initiate plans to increase the officer to trainee ratio within the RTC as called for by the proposed standard organization of this report

2. initiate plans to increase ratio of female officer and enlisted personnel to RTCs which are predominately male staffed

3. install the Recruit Training Command Standard Organization (as specified in section III)

4. initiate action to move all initial classification functions to the AFEES. This includes special physical examinations specific to certain ratings. Plan for future AFEES administration of adaptive training pretests.

5. formalize a procedure for acquiring external feedback data from personnel rotating to the training command from the fleet

6. evaluate other DOD services' computerized recruit accession management systems for adaptation to the Navy Recruit Training System

7. consolidate uniform issue and tailoring at a single location within each RTC for more efficient operation

8. consider the adoption of various modes of training technologies used in technical training, advancement in rate training, and on-the-job training, to include use of self-study booklets, programmed instruction and Computer Managed Instruction.

9. develop and implement a standardized orientation training course for all officer and enlisted personnel who interface with recruits in a supporting role. This should include administrative, medical, dental, and supply personnel.

10. develop a typical shipboard weapon system orientation trainer to provide the recruit with a basic understanding of ship/weapon systems integration

11. design standard all-weather seamanship training areas for Marlinspike seamanship, rigging, and small boat orientation at each RTC

12. design a single training manual specifically for recruit training having an eighth grade readability level. Provide a section defining common traditional and technical words used by the Navy. Support the training manual with a trainee notebook/workbook which follows the curriculum and is structured to the learning tasks.

13. analyze the utilization of the training ship (BLUEJACKET) at RTC Orlando and determine additional shipboard orientation requirements. Based on these findings, establish requirements for upgrading training ships at RTC Orlando and San Diego and development of a training ship for RTC Great Lakes.

APPENDIX A

CURRICULUM ADDENDA

APPENDIX A

CURRICULUM ADDENDA

This appendix contains documentation referenced in sections II and III of this report.

Topic	Page
COURSE MISSION AND APPROACH TO NAVY RECRUIT TRAINING.	83
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Ethical Standards of Conduct	88
Procedure for Constructing An Attitude Evaluation Rating Form.	89
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COURSE MISSION AND APPROACH TO NAVY RECRUIT TRAINING

The Course Mission and Approach to Navy Recruit Training statements currently in effect provide an adequate base for future recruit training. They are stated below for reference.[15]

COURSE MISSION. The mission of Navy Recruit Training is to provide indoctrination and orientation in basic skills and knowledge for newly enlisted naval personnel which will enable them to make the transition from the civilian to the Navy environment as dedicated and productive members of the United States Naval Service, and prepare them for follow-on specialized training.

APPROACH TO NAVY RECRUIT TRAINING. It is the policy and operational philosophy of the Recruit Training Command that each recruit is willing and able to successfully complete recruit training and everything reasonably possible will be done to ensure that end.

In order to achieve the course mission of Navy recruit training, indoctrination and orientation will be accomplished by establishing realistic and achievable training objectives, including appropriate remedial training goals, for the mutual benefit of the individual and the Navy. A structured training environment and a disciplined and demanding training process will be utilized to facilitate the individual's behavioral adjustment to the Navy, and to provide early identification of those unsuited for the Navy. It will be an objective of training to cause the recruit to understand and accept responsibilities and obligations to the nation, the Navy, and to the organizational unit in times of peace and war. All recruits will be instructed in the chain of command and the importance of each individual to the attainment of the Navy's mission.

Recruit Training will provide the basic skills and knowledge which assist the recruit to adapt to Navy life and to prepare for follow-on training. The individual will receive indoctrination and physical conditioning to prepare for the rigors and unique demands of naval service. The observance of naval customs and traditions will be an integral part of the recruit training process. The training shall be conducted in such a manner as to foster pride in the nation and Navy, patriotic behavior, high standards of conduct, self-discipline, and respect for civilian and military authority. The opportunities, benefits, and career goals available through the Navy, and the procedures for their attainment, will be part of the recruit's instruction.

The individual will be afforded every opportunity to meet Navy standards and to attain personal goals. The training process will at all times reflect respect for dignity and rights of the individual, as it demonstrates the necessity for cooperation and teamwork.

SPECIAL TOPICS

The topics addressed in this subsection are of command interest for the future conduct of recruit training. The discussions are provided to assist in clarifying problem areas articulated within the training community and to present alternatives for possible future improvement of training.

[15] Extracted from Curriculum Outline for U.S. Navy Recruit Training. February 1977. Chief of Naval Technical Training, NAS Memphis (75), Millington, TN 38054.

GOOD ORDER AND DISCIPLINE. The success of an operational unit depends largely upon the degree of "order" evidenced in that unit. Large organizations such as the Navy must be subjected to formal discipline (the basis for which are ethical standards) in order to ensure effective control over the activities of people for the accomplishment of the mission. The term "discipline" is defined here as "control over the activities of personnel," and "formal" is defined as "accomplished in a tried and proven manner that ensures compliance with accepted standards." Thus, "formal discipline" is the control over personnel accomplished in a manner which is in accordance with a prescribed, accepted standard.

With regard to the role of training in promoting good order and discipline, the concept falls under the learning category of attitudes which are evidenced in the learner's particular patterns of behavior. Behavioral evidence of having learned the concept can be observed in the way the individual carries out his daily affairs. The individual:

- exercises respect for authority
- is cooperative with supervisors, peers, and subordinates
- is prompt and responsible with regard to duties
- handles personal affairs in such a way as to have little or no interference with the job.

Attitude modification and value formation usually take place over a prolonged period of time. Traditional training methods have attempted to force the process into a constrainted time period resulting in stress and frustration for both the trainer and the trainee and often at the expense of training other critical skills and knowledges. Practically, a better way to bring about good order and discipline is to provide the trainee with a model of the kind of behavior that is expected. This recruit training design concentrates heavily on structuring organizational conditions as a means of increasing awareness of, and behavioral evidence of, good order and discipline.

Precedence for the approach was set by ADM Arliegh Burke who identified four command factors considered most related to poor discipline:[16]

- lack of information among subordinates
- lack of interest by seniors
- slackness within the command
- instability.

A recent study lends empirical support to Burke's contentions. Crawford and Thomas (1975)[17] found that perceived organizational conditions are strongly

[16] Crawford, Kent S. Organizational Development in the Navy: A Strategy for Addressing Disciplinary Problems, Navy Personnel Research and Development Center, San Diego, CA 92152.

[17] Crawford, K. S. and Thomas, E. D. Human Resource Management and Nonjudicial Punishment Rates on Navy Ships. NPRDC Tech. Rep. 76-5. August 1975. Navy Personnel Reserach and Development Center, San Diego, CA (AD-A013226).

related to disciplinary rates on ships. Responsibility for organizational conditions can be charged to three levels within the training command: training managers, trainers, and trainees.

Training Managers. The primary purpose of training managers is to accomplish the training mission through the activities of assigned personnel. Management control over personnel consists of activities which are related to those identified by ADM Burke and can be placed into four major categories:

- Command
- Training
- Motivation
- Quality Control

Command. The key concepts with regard to command are clarity of guidelines and accountability. The program manager may have general training in program management but may still be in doubt about specific actions to be taken in managing the program. If training management is given clear guidelines as to policies and procedures, is provided resources for the conduct of the program, and if the program is monitored and supervision is held accountable for the quality of the output from that program, the probability is high that the goals set for the program will be accomplished.

Training. Managers and staff cannot function properly unless they have been trained in the desired methodology and policy. It is essential that for each critical procedure in the system, the knowledge and techniques be transmitted to people assuming the responsibility in such a way that will ensure that they perform with the best know-how. This done, it can be assumed they will perform competently and that they will pass this competence on to others. This training cannot be overemphasized. The rotation of personnel disrupts continuity in the Navy requiring that critical knowledge and techniques be documented and passed on to the next incumbent to make the process efficient.

Motivation. Training in proper procedures is not sufficient cause for excellence of performance. Personnel must be motivated to believe in the importance of what they are doing. They must be able to see that certain benefits will be derived from their efforts. Furthermore, it is not enough to make benefits available; people must be informed of their availability and of how they should behave in order to obtain the benefits. Once promised, it is critical that management deliver what has been promised.

Quality Control. This refers to the requirement of the system to produce a particular kind of product. It can be equated with Burke's "slackness within the command." It is necessary to ensure that the product output by the system meets the expected standards and, if not, the proper corrective action is identified and taken immediately. In order to accomplish this, an analysis of degree of success and feedback of the analysis results to the trainers is necessary. Clear responsibility and accountability for quality control must be established and constant surveillance exercised to ensure that the function is carried out. It should be assured that policies and procedures fit the mission and that they are being carried out in such a way as to ensure the maintenance or improvement of performance.

Trainers. The integration of military/technical training (obedience, intellectual integrity, and inquiry) makes the trainer's task difficult. It calls for constant, consistent, and high quality personal example at all staff levels and at each stage of the training process. Good order and discipline have been traditionally viewed by the Navy as being more the result of effective leadership than having good subordinates in a unit. The instructor is in many respects the most important of all the training media. Instructor leadership is often the key to successful training. With the all-volunteer force and the anticipated shortage of manpower, leadership qualities, and techniques will assume increased importance. The most important factor in trainee acceptance of desirable attributes is the success of the instructor in providing a credible, sincere model of performance and attitudes. Active participation on the part of trainers will be essential as will the treatment of subordinates as worthwhile individuals. The word "individual" is singularly significant. To the extent that people are permitted to form groups or cliques, they will view authority figures as spectators not participants. Authority figures perceived as being remote lessen their impact and the meaningfulness of their requirements. For example, often recruits can recite the chain of command to include who represents each staff billet but cannot recognize the actual person or the purpose of the position within the system. Effort must be expended to inculcate the idea that all levels of command are required to accomplish the Navy mission. The authoritarian-type leadership which expected total compliance to orders (meaningful or otherwise) has been replaced in nearly every walk of American life by leadership which provides meaningfulness, explanation, and information on the purpose and value of expected behavior. This calls for trainers who are capable of shaping behavior by applying a variety of modern leadership concepts as the situation demands.

The provision of a good example with which the trainee can identify cannot be overemphasized for purposes of instilling good order and discipline. Techniques utilized to provide leadership by example include the following. A good leader:

- sets a good example of personal appearance and bearing
- speaks with clarity by choosing words which are easily understood and by explaining new terms which are likely to be unfamiliar to trainees
- views the subject matter from the point of view of the trainee
- receives comments and questions from trainees as they come, unprejudiced by personal experience or convictions
- projects enthusiasm for instruction
- does not embarrass or make trainees uncomfortable
- individually motivates the slow learners
- maintains the motivation of fast learners
- stimulates and challenges trainees
- conveys a positive attitude toward respect for authority, customs, and traditions

- relates the training to on-the-job experience.

Trainees. The responsibility of the trainee for organizational conditions is often overlooked. Certainly, trainee characteristics and responses shape organizational policies and procedures. The Navy has a tug of war between the instilling of blind acceptance to authority and the need for self-thinking persons capable of acting individually. The very size of the environment in which the individual performs duties calls for people who can work individually, or in teams and, in emergencies, have the capability to accomplish tasks outside their specific occupational rating.

In development and promotion of individual responsibility and self-discipline, two core issues to be dealt with are the value of freedom and equality. One way of incorporating these personal values with those of the collective group (the Navy) is the promotion of the concept of individual responsibility prior to promoting group responsibility. Training methods which combine individual satisfaction with the needs and goals of the organization are more likely to produce the kind of individual who has a reasonable chance to succeed and to become a valued member of the Navy.

The powerful effect of rising levels of knowledge and education have brought about a rejection of the totally authoritarian system. This does not imply a rejection of structure and consistency. The years of affluence and the larger numbers of educated youth have brought about an emphasis on individualism. There is a restlessness under discipline, a resistance against being hopelessly committed to practices, authorities, and values simply handed down without apparent purpose in today's society. There is an insistence on justice, freedom, and equality which extends beyond a mere facade.[18] The Navy needs to examine its basic values and state them in terms meaningful to modern generations. This assumes that those factors which constitute Navy institutional values can be better defined and incorporated into the training program. Among these are the following elements:

- development of pride in self and loyalty to shipmates, the Navy, and the nation
- adaptability in coping with hardships, personal disappointments, and sacrifices demanded by Navy life in the furtherance of the Navy mission
- continued effort to improve skills and knowledges to increase individual capability and contribution to the Navy
- seeking of progressive responsibilities and leadership positions
- continuing emphasis on military bearing, grooming, customs, traditions, and respect for peers and authority figures

[18] Potential Impacts of Cultural Change on the Navy in the 1970's, Volume 4, Part III. August 1972. Westinghouse Electronic Corp., Center for Advanced Studies and Analysis, Falls Church, VA (AD749915)

- development of ethical standards and maintenance of good order and discipline
- establishment of self-esteem and pride in role as a member of the Navy team
- awareness of involvement in the role and mission of the Navy as supporter and defender of National policy
- awareness of the conduct required to maintain the respect and esteem of outside observers toward the Navy
- recognition of duty to perform tasks to the best of personal ability, in support of the unit mission.

ETHICAL STANDARDS OF CONDUCT. This behavorial concept is directly associated with establishing and maintaining good order and discipline since its application by personnel within an organization either support or subvert the organizational mission and ongoing level of control required to achieve mission objectives. Lying, cheating, and stealing, for example, are not acceptable modes of Navy conduct. However, many individuals coming from particular cultural or economic strata of the population have found such behavior conducive to survival and believe such behavior to be acceptable. When these individuals are enlisted by the Navy, obvious problems will occur unless retraining can be accomplished. The fact that the Navy or Government is seen by many as an impersonal thing rather than an identifiable entity further compounds the problem. The simple situation of just beating the system or unlawfully taking supplies for personal use often creates a feeling of accomplishment and is secretly, if not openly, applauded by many.

The problem of correcting deficiency in the area of ethical standards at first glance may appear to be a problem for the Chaplains Corps. By the above examples, it can be seen that this is not so although Chaplain leadership in the area of moral conduct and assistance in defining Navy standards of conduct are part of the solution. It is a problem confronting all levels of command and supervision. For example, if trainees must cheat a little to meet training requirements because sufficient time, instruction, or resources were not provided, it is generally considered acceptable. If an instructor assisted in the process he receives acclaim for doing a good job in the face of obstacles. The point is, negative behavior has been reinforced. The cause may have been a noncaring supervisor, lack of funding for supplies, poor management at some level, or a variety of other reasons. The fact is, it occurred and might have been prevented.

A typical example in recruit training related to ethics is the tradition of a trainee being ordered to do 20 pushups for improper bunk makeup or some other minor infraction. Such punishment is perceived as unsuitable training for bunk makeup and unfair by the trainee. When the recruit squad leader and recruit petty officer in command are required to join the offender in the pushups, it is viewed as unreasonable. Multiply such situations four or five times a day for a few weeks and the trainees acquire a picture of Navy training far different from that desired by management. In practice, all too often, the training group develops a "we" against "they" outlook on life by being trained into it. Applied

to ethical standards of conduct the result is: "Why should I pay any attention to what they say when they don't do it themselves." Recruit training is not unique in condoning nor promoting less than desirable levels of ethical behavior since the situation may occur at any level of command.

The organization; i.e., the Navy, must articulate its ethical standards in order to expect a reasonable level of acceptance and compliance. In that regard, the traditional standards must be identified, evaluated for practicality and acceptance in today's Navy, stated in terms understandable to the average individual, promulgated, and enforced as required.

Recruit training is a logical career starting point to initiate ethical standards of conduct training. It will not be accomplished from a classroom session but from the organizational behavior. Both the organization and personnel conducting organization business must provide positive behavioral modeling that can be recognized and assimilated by trainees. This implies that organizational rules, awards and punishments, directed training, and/or inspection routines must be administered fairly and reasonably across the board. It means a level of professionalism must be maintained not only during formal training evolutions but also during associated training activities by all personnel in contact with trainees.

PROCEDURE FOR CONSTRUCTING AN ATTITUDE EVALUATION RATING FORM. The acceptance and internalization of attitudes considered essential to "good" Navy performance are evidenced by the trainee's behavior as he goes about his daily routine. The currently used performance evaluation sheet can be modified to indicate the degree to which the trainee has adapted to Navy expectations.

First, it will be necessary to determine which attitudes are to be given emphasis in the training regimen. The analysis of attitudinal objectives is accomplished by the following steps:[19]

- Step 1: Write down the objective.
- Step 2: Jot down, in words and phrases, the performance that, if achieved, would cause you to agree the objective is achieved.
- Step 3: Sort out the jottings. Delete duplications and unwanted items. Repeat Steps 1 and 2 for any remaining abstractions considered important.
- Step 4: Write a complete statement for each performance, describing the nature, quality, or amount considered acceptable.
- Step 5: Test the statements with questions. If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the objective? When you can answer "yes" the statement is adequate for evaluating the objective.

[19] Robert F. Mager. Goal Analysis, Fearon Publishers, Lear Siegler, Inc., Education Division, Belmont, CA.

The following examples should assist the test developer in designing the rating sheet:

Objective: To develop safety consciousness.

The trainee:

- follows safety rules
- practices good housekeeping (work area free of dirt, tools)
- reminds others of safety precautions
- says favorable things about safety practices.

Objective: To develop pride in work.

The trainee:

- carries out assigned tasks on time
- finishes task regardless of how long it takes
- performs assigned task whether or not others do theirs
- performs task to the level of ability
- speaks favorably about assigned work.

Objective: To develop initiative and responsibility.

The trainee:

- accepts responsibility for acts
- attempts work which is known to be required but has not been assigned.

Objective: To develop a positive attitude toward the Navy.

The trainee:

- does not reject authority of trainer
- is always willing to perform expected duties.
- wears the uniform properly
- says favorable things about the Navy
- seeks information about the Navy.

FUTURE TRANSFER OF PROCESSING TASKS. The Processing and Orientation phase (described in the preceding pages) offers possible future reduction of resource expenditure in three specific areas. There will be opportunity to transfer much of the medical, administrative, and classification processing now conducted by the Navy to the AFEESs as the MEPCOM refines enlistment processing. It is estimated that this could result in direct processing savings to the Navy of approximately 3 man-days per enlistee and indirect, adaptive/remedial savings approximating an additional 14 man-days for 20 percent of prospective Navy enlistees who require specialized individual training.

Since MEPCOM is a DOD-sponsored command operated by joint service membership, Navy initiative will be required to effect the changes necessary to realize these savings. For example, continued effort should be made to reduce the number and types of physical qualification examinations within and across ratings. This action would reduce the medical follow-up at RTCs for special category enlistees such as submariners, divers, seal, and Underwater Demolition Training. All initial classification testing, interview, classification, and verification routines could be accomplished prior to arrival at RTCs by providing increased Navy classification capability at the enlistment examining stations. Similarly, basic literacy tests in reading and mathematics could be administered as a part of the enlistment process with corrective training, if required, accomplished prior to actual enlistment. If such action is inappropriate, the alternative of providing such literacy training must be accepted as a legitimate, funded requirement of the Navy personnel procurement system. Note that the adaptive testing and training process contained in Phase I of this curriculum responds to the cited problems and may be the most practical long-term solution due to ease of implementation.

The Basic Military Training phase offers little or no opportunity for future reduction of effort due to concentration on basic rudiments common to all military organizations which have been reduced to a minimum by this curriculum.

Future Navy requirements, not known at this time, could modify the Basic Navy Training phase. This curriculum contains only those subject areas determined essential via a prioritization process by a fleet experienced consortium of recruit training management and civilian training specialists. In all probability, however, training requirements in this area will increase in time rather than decrease due to the projected capability of enlistees and the increasing call for a higher level of basic competency by recruit graduates.

MODULE DESCRIPTIONS

The following module descriptions address the implementation of specific curriculum topic groupings. Instructional strategies and approach to training options available are included when appropriate. Some discussion is included. Since all training topics contained in the curriculum modules have survived a severe prioritization process with the top three of five priorities being selected, all are critical to the overall success of the training program. The question then is not what to include in instruction but rather how best to accomplish the instructional task.

PHASE I - NAVY PROCESSING AND ORIENTATION

RECEIVING	Periods
. Initial Receiving/Check In	(2)
. Training Orientation/Welcome	(2)
. Haircut	(1)
. Initial Issue and Ditty Bag	(2)
. Removal of Unauthorized Personal Effects	(2)
. Uniform Issue, Stencil, & Tailor	(7)

The initial receiving function has to be available on a 24-hour basis in order to check-in arriving trainees. History has proven that no amount of planning, checking schedules, or providing reporting instructions will ensure that incoming trainees make travel connections or will not get lost or sidetracked on their way to the training facility. Regardless of the temporary physical and mental condition of the new arrival, the receiving staff must present the Navy in a positive atmosphere and still complete the receiving task. Selection of personnel to conduct this duty is extremely critical. Only the most patient and dedicated personnel with a sense of humor can effectively function in this area.

The orientation briefing for Phase I, Processing and Orientation, is critical to getting the incoming recruit "off-on-the-right-foot." The enlistee must know what is expected before it can be assumed that full cooperation will occur. This does not equate to coddling the enlistee but is part of the process of providing a "fair deal" to the new recruit. The incoming orientation logically has to be accomplished in small segments since almost all the information is new and the human mind can only process a certain amount of information within a given time period. The exact parameters can only be determined by individual observation although experience can provide a starting estimate of time to accomplish certain evolutions. Some incoming trainees are fast starters while others are slow starters. Judgment must be made as to adaptability of enlistees to Navy training as well as resolving administrative processing problems. It starts with the receiving function which provides the initial picture of the real Navy to the recruit.

Much of the incoming briefing information could be provided by means of audiovisual cassette equipment which could also be placed in berthing areas for backup review. The need for personal contact to provide a sense of someone caring, however, cannot be overestimated during the early days of the enlistee's career. This negates the possibility of providing all information via mechanical means. It also provides the decision to not exceed an I/T ratio of 1 to 20 for this phase of training.

MEDICAL AND DENTAL	Periods
. Medical & Dental Processing	(4)
. Dental Availability/Unit Tng	(4)
. Innoculations	(1)
. Blood Donation	(3)

Medical and dental processing activities have been grouped together for continuity. Dental availability for corrective dentistry has historically been a problem area within recruit training since it occurs on an individual basis rather than as a group activity. The adaptive approach (remediation before core training) probably will not solve the corrective dentistry availability problem since required dentistry cannot be accomplished in many cases within a period of 1 or 2 weeks. General enlistment requirements for dental fitness are minimal.

Both medical and dental processing are viewed as functions that should be completed during the enlistment process with the future possibility of moving the functions to the AFEESs.

The innoculation program can vary little from the present format of several series of shots being required. The Navy blood donation program, because of its volunteer nature, normally is handled by other than Navy Medical Corps personnel. The activity should be scheduled on weekends thereby causing less interference with routine training.

ADAPTIVE SCREENING	Periods
. Adaptive Testing	(3.5)
. Defensive Driving Pretest	(.5)
. Swim Qual	(3)
. Physical Fitness Qual	(1)
. Research Testing	(4)

The adaptive screening module consists of a series of tests administered to determine the type and amount of remediation and/or enrichment required to prepare the trainee to enter the main stream of core training. The majority of trainees will have had enough training in the home and school environment to immediately begin the basic training regimen, others will require special assistance prior to entering the rigors of the core program.

Adaptive testing will consist of a reading test, a background inventory and a personal adjustment inventory. The reading test to be administered is the Gates-McGinty, Form D which tests at the fourth to sixth grade level. All trainees testing below grade level 3 should be re-tested. Within the resource constraints, as many individuals as possible achieving below grade 6 should be referred to the Academic Remedial Training Unit. A background inventory list has been developed by the Navy Personnel Research and Development Center, San Diego. The Air Force also administers a background inventory form. Some combination of these two

might prove beneficial in predicting success and in identifying social/family problems which might interfere with training and which could be remediated. Foreign nationals, for example, may have problems peculiar to their particular backgrounds. A suitable personal adjustment inventory remains to be identified. There are several available. One should be selected which has good face validity and requires minimal time to administer. The test would assist in early identification of behavioral problems which could alert the trainer to special trainee needs. As an example, women may need assertiveness training to function maximally in a predominately male world.

The defensive driving pretest currently available would be administered to all incoming recruits and only those who are found deficient will be referred for the course.

Swim qualification procedures will continue as presently conducted with those who cannot qualify being referred for training to bring them up to the prevailing standard.

Physical fitness qualification tests will be administered and those who cannot meet standards will be referred for a prescribed remedial program. Any strenuous diet or exercise programs should be approved for each individual case by a medical doctor.

Research testing time is included for use by the Recruit Training staff and/or other Navy activities who have obtained approval to conduct research. This time may be used for other purposes when no research is in progress; i.e., remedial dental or medical.

The major goal of the adaptive screening module is early identification of those individuals who require special assistance in order to complete recruit training satisfactorily. The test results will be discussed with the trainee and decisions as to dispensation for special training, etc. will be explained to the trainee. Time has been allotted for this in the Administration module.

ADMINISTRATION	Periods
. Records Initiation	(3)
. ID Cards and Tags	(1)
. Pay Day (1)	(1)
. Preclassification Brief	(2)
. Classification Interview	(4)
. Records Review/Adaptive Review	(2)
. Hometown New Release	(1)

This module encompasses administrative tasks and trainee interviews to determine special dispensation. Records are initiated to ensure that all requirements are met for the care of the trainee. Identification cards and tags are made up and issued and time is allotted to distribute pay checks.

The preclassification briefing should be as thorough as time allows to assist each individual in understanding Navy occupational rating categories. The classification interview should be personalized as much as possible so the individual can receive guidance and assistance in making choices. The classification

function is a prime candidate for future accomplishment by AFEES processing for all Navy enlistees. The AFEES currently classify a majority of enlistees during the enlistment process.

Time is allotted in this module to accomplish a records review as currently done. Additional time has been allotted for interviewing the trainee based upon findings of the adaptive screening battery. Any remedial/enrichment needs will be explained and the trainee will be helped in understanding the relationship of the special assistance to success in training.

Time has been allocated in this module to prepare the hometown news release which should be a substantial trainee motivational factor and good Navy public relations.

A major objective of this module is to acquire all necessary and relevant information during initial recruit contact to avoid loss of time at some later point in training.

BRIEFINGS	Periods
. UCMJ	(4)
. Discharges	(1)
. Chaplain Intro	(1)
. Navy Relief/Red Cross	(1)
. NTC/RTC Rules, Regs, and Familiarization	(2)

This group of briefings are just that--orientation sessions designed to create an awareness and understanding of the serious nature of the military and the consequences of failure to comply with rules and regulations. The nature and kinds of discharges are discussed and some examples of the effect of discharges (other than honorable) on the life pursuits of the trainee are provided. The UCMJ should be carefully explained but not formally tested and receipt of the briefing should be signed off by the trainee. Rules and regulations should be explained in enough detail that they can be clearly understood by all trainees. Sufficient time has been allocated to the Chaplain to provide comments on ethical behavior and the value system of the Navy as well as traditional services.

BASICS	Periods
. Drill	(5)
. Uniform Wear & Care	(2)
. Hand Salute & Greetings	(1)

The fundamentals of drill are introduced in order to efficiently move groups of recruits from one place to another. Hand salute and greetings introduces new recruits to the basic tenets of courtesy and respect for authority. Duties of a sentry includes the 11 general orders and prepares the trainee to perform sentry duty as a fire or compartment security guard. This is the first step toward developing watchstanding

. Duties of Sentry	(1)
. Personal Hygiene Orientation & Practice	(12)
. Barracks Orientation & Upkeep	(11)
. Unit Inspections	(6)
. Work Party Indoctrination	(16)
. Physical Fitness	(7)

qualification. Personal hygiene practices are stressed to reduce communicable disease and as a first step in maintaining good health and personal acceptance when living in close quarters. It is part of good habit training for those not used to maintaining acceptable cleanliness standards. Barracks orientation and upkeep sets safety rules to be followed and introduces the concept of 'shipshape' to quarters and work areas as a required condition for safety and crew health. Unit inspections are introduced as a method of assuring acceptable standards and conditions are maintained. During Phase I, inspections should be used as a teaching tool, not a grading tool. Two days are provided for introduction to the work party concept for accomplishing routine basic tasks afloat or ashore. All activity should provide a legitimate supervised work experience and include safety instruction as well as job directions. This two day period offers a good opportunity to observe and evaluate trainees in a work setting. Physical fitness training must be preceded by a medical clearance. Initial fitness training often brings out hidden medical or physical weakness and, therefore, must be closely supervised to prevent incurable damage from occurring to some trainees.

All the above basics are introductory in nature and require a fully qualified instructor to insure starting the recruit off on the proper path with the proper outlook toward future training.

SUPPORT	Periods
. Training Unit Movement Time	(16)
. Unit Leader Counseling and Assistance	(10)
. Formation & Commissioning of Training Unit	(2)
. Barracks Move to Training Area	(2)

The daily schedule might give the impression that all scheduled training time is devoted totally to the training mission. There is a considerable amount of time required to move personnel from one training activity to another. During early weeks of training, this amounts to drill instruction and practice, although basically it is a logistics requirement.

Not enough can be said about the counseling function. Undoubtedly, a considerable amount of trainee friction, dissatisfaction and attrition can be attributed to the lack of individual attention. The time allotted for this purpose should be used by the unit leader in getting to know his trainees. Advice and assistance in learning the "Navy" way is an absolute necessity for new recruits. Counseling includes instructional assistance and general as well as specific information related to being in the Navy. It should not be thought of only as guidance in

response to a personal problem.

Training unit formation occurs just prior to the trainee's transfer to training Phase II. Until this time the trainee is not encouraged to form an identification with a particular 'buddy' or group. The reason for this is the disappointment encountered when members are pulled out for various reasons. In this phase trainees may be going in different directions for remediation of physical, dental, cultural, or academic deficiencies and it is best not to form training units too soon. Two hours have been added to this module to provide time for trainee transfer to Phase II, Basic Military Training.

WEEKEND/DAILY ROUTINE	
	Periods
. Physical Fitness	(10)
. Military Training	(14)
. Morning Colors, Muster & Personnel Inspection	(2)
. Telephone Exchange	(2)
. Base Exchange	(2)
. Church Call	(6)
. Free Time	(2)
. Scheduled Weekend Entertainment	(4)
. Meals	(48)

This module is designed to introduce the concept and procedures of daily routine during Phase I. The morning colors ceremony, muster, and personnel inspection can be explained and experienced. Depending upon the arrival day of the incoming recruit, the evolution may occur once or twice because it is scheduled as weekend activity but should not be scheduled until medical clearances have been obtained because of the physical exertion involved (see Weekend Routine, table 7). As with other modules during Phase I all activities should be closely supervised by experienced petty officers for the safety and protection of the trainee and the Navy. The telephone exchange and base exchange visits are scheduled as introductory and morale building events. Scheduled entertainment should be Navy motivating as well as entertaining.

PHASE II - BASIC MILITARY TRAINING

ORIENTATION	
	Periods
. Phase Orientation	(1)
. Daily Routine	(1)
. Quarters for Muster	(1)
. WQ&S Bill	(1)
. Watchstanding	(1)

This module is designed to provide understanding of the concentrated military training to be encountered. The reality of the daily routine within the fleet operational setting should be discussed as well as the details of the routine.

The orientation should pass the word that the basic military phase is demanding and that the fundamentals of response to command authority will be provided. Military drill and inspection standards required for the remainder of the Navy

career will be the primary area of concentration. In addition, seasonal uniforms will be issued and trainees will learn how to wear and take care of them. Upon completion, trainees will essentially know how to take care of themselves and their living quarters and be familiar with the work system under which they can expect to function for the remainder of their careers. The instructor team is provided to demonstrate the proper ways of doing things and to be sure they are understood and accomplished. Trainees must watch and listen closely to training unit leaders. Trainees should be advised to ask questions if they do not understand because everyone has to know what to do and how to do it.

The Quarters for Muster, WQ&S Bill, and watchstanding formal instruction periods are required to intiate the daily routine. The daily routine should have received a walk-through introduction during Phase I but it cannot be assumed that all trainees received or comprehended the instruction.

Effort will be required during curriculum development to integrate the WQ&S Bill concept into the training regime. Preliminary investigation indicates the task is feasible and that positive training payoff can be expected from creating familiarity with the use of duty bills. General drills, watchstanding, and deck cleaning duties can be scheduled by billet number on a modified WQ&S Bill.

AUTHORITY	Periods
. Chain of Command	(1)
. General Order #21	(1)
. Code of Conduct	(.5)
. Geneva Convention	(.5)

This module is designed to bring into focus the basis of military authority and how it functions via the chain-of-command. The first listed period of this module should be presented as factual information of how the control system functions. The next period provides opportunity to introduce the idea of right and wrong actions as part of the moral fiber of American heritage and as a member of the Navy team.

The Code of Conduct represents guidelines for expected behavior by all service members in time of war. They are equally important to understand in times of peace because they provide a foundation for our actions during preparedness training for events that hopefully will not occur. Service personnel are also required to understand the general requirements of the Geneva convention. Although it is not recognized by all nations, our country accepts and follows the provisions as being humane treatment of prisoners.

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NAVY RECRUIT TRAINING OPTIMIZATION, POST 1980: TRAINING SYSTEM --ETC(U)
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INSPECTION	Periods
. Personal Hygiene	(3)
. Barracks/Work Area Orientation & Upkeep	(3)
. Inspection Routines	(6)
. Inspections	(8)

The inspection module is designed as a two step procedure: (1) to instruct in the proper method of meeting established inspection routines and standards and (2) to provide supervised practice in meeting inspection standards on an increasing scale of difficulty until competence is achieved. Constructive criticism should be considered of equal importance to the meeting of inspection standards during early training.

Personal hygiene inspections for the most part will be held as a function of daily routine. Daily barracks inspections by training unit leaders should not require the presence of trainees after an initial level of acceptable performance has been achieved. Formal Saturday inspections should include one standby compartment inspection and one bag layout inspection. All formal personnel inspections should require seasonal uniform of the day during this phase.

DRILL	Periods
. Military Drill	(10)
. Formation Drill	(5)

Military drill has been introduced during Phase I. An approach of informally reviewing all facing movements and basic squad drill is a logical starting place to determine the areas requiring instructional emphasis. The end goal of drill instruction and practice is movement of personnel in an efficient, controlled manner. Parade drill routines are not part of the instructional requirement. Military drill is defined as standard movements of the traditional squad (section) drill. Formation drill is defined as standard movements of traditional platoon (training unit) drill. A standard quick time cadence of 120 counts per minute should be established until the rhythm is recognized as natural movement by trainees.

Aside from regular drill formations, ship's company review practice is provided on alternate training days beginning with this training phase. Training units should be expected to look a little ragged the first few times out. The alignment of training units according to training experience (from most to least) during ship's company review will provide opportuntiy to demonstrate drill proficiency by advanced training units and supervised practice for beginning training units. It is accepted that training units will be accompanied by training unit leaders during ship's company review for this phase of training.

UNIFORMING	Periods
. Uniform Issue, Marking & Tailoring	(8)
. Wear, Stowing and Care of Uniform	(4)

This module is devoted to completing the uniform issue. Time allocated is based on average time estimates found necessary to complete the activity during 1977-78. Each RTC is set up differently to handle uniform issue and tailoring according to local resources available. Other services have been able to issue and tailor uniforms for similar sized training units in approximately 4 hours by consolidating issue and tailoring as a single point process. One key is adequate tailoring capability. It is believed the Navy could accomplish similar results with concentrated effort since much time is lost in the "handling" effort between issuing, tailoring, pressing and return to the recruit. The clothing marking requirement is straightforward according to Navy regulation.

Proper wear and care of the uniform should be stressed over and above stowing. No universal stowing instructions exist within the Navy outside of each individual RTC. Future stowing training should be directed toward folding or rolling of clothing to prevent wrinkles; i.e., neatness and care of the uniform rather than training to follow detailed instructions via uniform display requirements for inspection. This is not to say that uniform folding and display requirements are not valid training but rather that traditional criticality placed on uniform stowing as "attention to detail training" within recruit training has often been excessive and of questionable value.

WEAPONRY	Periods
. Introduction to Small Weapons	(24)

Traditional training in weaponry has implied that all service members should be qualified in handling and use of basic military fire arms. The future poses a different situation with the many types of special purpose small weapons available. Although many argue that since the major purpose of Navy personnel is to man weapon system platforms and therefore small weapon qualification is not required, port and station security remains a valid requirement. The new threat of terrorist activity world-wide has the potential involvement of Navy personnel. This creates an expanded requirement for self defense and general knowledge of small arms by enlisted personnel.

Consideration should be given to providing personnel with defensive training against mugging and riot-type activity. Security force training to some level of proficiency should also be considered. This would not necessarily include traditional rifle range qualification for proficiency but would include general small arms training as well as general knowledge of explosives and grenades.

The introduction of hand-to-hand combat type training, especially for women in rape prevention, should be a serious consideration allied to weaponry training although it may be more closely aligned to the physical fitness training program.

Modern firing ranges do not exist across RTCs. Current range capability (basically .22 calibre) restrict range training. Firing the .22 rifle for the majority of recruits is one of the most rewarding, motivating training experiences encountered during training. The value from the standpoint of confidence building is yet to be measured. Regardless of the expanded type training addressed for this module or the amount of technical transfer of knowledge to more sophisticated weaponry, line firing of a functional weapon should remain part of the curriculum.

SUPPORT	
	Periods
. Counseling	(4)
. Evaluation	(2)
. Unit Functions	(4)

The support module identifies functions and time necessary to conduct training. The four periods devoted to counseling may seem minimal until it is realized that the time is designated trainee availability and the effective counseling total is the result of the number of counselors involved. The three person training unit leader team, for example, could provide 12 effective hours of counseling. The counseling is not restricted to psychological counseling of personal problems but is intended to include corrective training, either individual or group, information exchange sessions based upon fleet experience, or answers to trainee questions related to the Navy or the training program. These counseling sessions are in addition to regularly scheduled training sessions. The purpose of counseling is to mold training and individual development together to build a motivated, knowledgeable Navy person.

The two periods allowed for evaluation are provided to complete and discuss with each trainee individual progress during the basic military phase. The evaluation will include recommendations for recruit petty officer leadership positions during the follow-on basic Navy phase.

Unit functions provide time for periodic recurring requirements such as haircuts, immunization shots, exchange visits, and associated training activities performed as group functions.

DAILY ROUTINE	Periods
. Physical Fitness	(20)
. Morning Colors, Muster & Personnel Inspection	(5)
. Evening Colors & Ship's Company Review	(7)
. Personal Time	(17)
. Study Time	(15)
. Evening Routine	(22)
. Church Call	(6)
. Controlled Liberty	(6)
. Meals	(60)

Daily and weekend routines are provided in section III of this report. The purpose of conducting training within a daily routine is to accomplish all formal classroom and general Navy training according to generalized fleet procedure thereby initiating the recruit trainee into standard operational procedure.

The daily physical fitness exercise period is conducted by a training unit leader who has been certified by the Physical Fitness Division. It is the responsibility of the training unit leader to prepare his personnel for fitness evaluation according to a prescribed exercise program. Trainee qualification testing is accomplished by the Physical Fitness Division on a scheduled basis.

Morning Colors, Muster, and Personnel Inspection on a daily basis is provided to accustom trainees to fleet procedures while supporting the training program. Special instructions for the day may be promulgated and personnel inspections are conducted. The standing of morning colors supports development of ethical conduct, tradition, good order and discipline. The ceremony should be conducted under Division Officer supervision. Planning should include approval and acquisition of national colors and flag staffs for training purposes.

The scheduling of evening colors and ship's company reviews on alternate days for training units responds (1) to the need for a reasonable sized group in terms of time and resources required to conduct a daily ship's company review and (2) to aid the dining hall logistical problem for the evening meal. Special permission may be required to conduct the evening colors training function at an established time rather than at sunset. The ship's company review may be scheduled, however, with or without the evening colors ceremony.

One hour per day is authorized as personal time for letter writing, reading, relaxing, using the dayroom or whatever. This nontraining period allows a break from training duty to allow things to come into perspective but does not imply release from supervision or area restrictions. One hour study time is also provided daily as a matter of routine. The module of Evening Routine sets aside time for cleanup, showers, and uniform preparation for the next day.

The major exception to the after supper routines occurs on Friday and is dedicated to 'field day' activities for the Saturday morning formal inspection. Church call occurs on Sunday morning and offers some associated personal time in order to meet various schedules of secular activity.

Controlled liberty responds to a need for training in this area. The weekend routines in section III provide an explanation of the approach to liberty training. As trainees learn to accept responsibility they are provided increased opportunity to demonstrate capability of handling more freedom while becoming accustomed to liberty card and quarter deck procedures during the process. The concept of port and starboard watch liberty is introduced during final weeks of training. Not meeting liberty requirements may cause withdrawal or delay of privileges but a sought after reward is ever present. Time allocated for meals is a straightforward application of time being used at this writing for messing.

PHASE III - BASIC NAVY TRAINING.

ORIENTATION	
	Periods
. Phase Orientation	(.5)
. Daily Routine	(.5)
. Leadership Concepts	(2)

The Navy training phase begins with an orientation which explains the major objectives to be accomplished by the trainee. The purpose of the orientation is to establish the relevance of the training to successful performance as a Navy person. This phase encompasses the major knowledge and skill training; emphasis should be placed on academic achievement.

The daily routine briefing should introduce the trainees to the recruit petty officer concept which is implemented during this phase. Also included should be explanation of the unique aspects of this phase; e.g., reduced supervision, greater individual responsibility. Leadership is given emphasis throughout this phase, both by classroom lecture and by rotation of assignments as recruit petty officers.

DUTY	
	Periods
. Navy Mission & Threat	(2)
. History and Tradition	(2)
. Honors and Ceremonies	(2)
. Navy Organizational Structure	(3)
. Navy Regulations	(2)
. Security	(1)
. Operations Security	(2)

This module is composed of subjects which emphasize the attitude of devotion to duty. Navy History and Traditions and Honors and Ceremonies are designed to motivate the trainee to feel pride in the service he has chosen. The mission and threat should point out the function of the Navy as it relates to the preservation of the Nation and create an awareness of who and what are considered the major threats to national security. The development of films designed toward this end should be given consideration, particularly for the history portion since existing films do not give credit to "enlisted heroes" with which enlisted personnel can identify.

The Navy organizational structure should be explained as it relates to accomplishing the Navy mission. The trainee should be fully acquainted with his place within that structure.

Security and operations security should receive sufficient emphasis so that the trainee can understand the importance of the concept for his own as well as organizational security. Navy regulations should be clearly stated, and there should be no doubt that each trainee understands what they mean and their importance as the binding rules and instructions for operating within the Navy structure.

CAREER OPPORTUNITY	Periods
. Career Incentives/Medical Benefits	(1)
. Educational Benefits & Programs	(2)
. Enlisted Service Record	(1)
. Advancement Procedure	(2)
. JUMPS - Pay & Allowances	(2)
. JUMPS - Financial Management	(2)

This module has the potential for high trainee motivation if properly presented. Nothing is more interesting to the majority of today's youth than the opportunities available for career development. Career opportunity has been given as the number one reason for enlisting, and the instructor should capitalize on this as a learning tool. Medical benefits available constitute a major interest item to enlistees when related to the acquisition of a family or existing dependents.

The enlisted service record assumes huge proportion when one realizes it is the key to all promotions, assignments, and benefits to accrue during the career. Trainees should be made aware of the importance of maintaining currency and accuracy of their record and should understand that it is available to them for ascertaining same.

The Joint Uniformed Military Pay System (JUMPS) package, in addition to explaining pay and allowance procedures, includes two periods for discussing financial management. The majority of trainees have had little or no experience in handling money in a sum as large as their pay checks will be. In addition, most of them have been closely attached to home and family where others were responsible for financial management. This makes the young person fair game for those "out to get" that money. This training period should include not only practices to avoid but how to establish and maintain a budget capable of carrying them from one pay period to the next. The vulnerability of Navy persons to bribery and ensuing danger to the Navy and the Nation needs to be emphasized as another reason for the sensible handling of money.

BEHAVIOR	Periods
. Human Values	(2)
. Human Resource Management Programs	(20)

There is very little guidance which can be offered for this training phase. The human resource package has been developed by experts in the field and, if taught as the developer intended, should prove worthwhile to the Navy and beneficial to the trainee. Human values training requires definition of those concepts most important in the daily lives of the Navy members and should be demonstrated in daily behavior of the training staff as well as the trainees. The curriculum developer should refer to the discussion of the Ethical Standards and Good Order and Discipline previously discussed in this appendix.

UNIFORM	Periods
. Enlisted Uniform Recognition	(2)
. Officer Uniform Recognition	(2)
. Other Service Uniform Recognition	(1)
. Awards and Decorations	(1)
. Wear and Care of Uniform	(2)

The recognition of officers and wear and care of the uniform were two of the most prominent complaints in a recent survey of the fleet. While the wear and care of the uniform is a constant theme throughout the training period, recognition of officers is not. The problem at the operational level appears to be more of "who" rather than "how" to salute. Training aids in manequin form would assist in training as will the greater visibility of officer personnel as recommended in this design.

In order that trainees practice the wearing of the seasonal dress uniform, it is recommended that Saturday personnel inspections be stood in dress uniform.

FLEET	Periods
. Ship & Aircraft Familiarization	(5)
. Small Boats	(1)
. Shipboard Life	(3)
. Accident Prevention Programs	(2)

Ship, aircraft, and boat familiarization must reflect active fleet hardware. Typical ship layout and armament should be addressed. The Navy is unique by being functional below, above, and on the surface of the sea. The Navy propulsion systems are broader in type and size than any other service. The acquisition of knowledge concerning the weapon system platforms to be maintained offer unlimited opportunity to create interest in the Navy.

. Deck Equipment/Nomenclature	(2)
. Marlinspike Seamanship	(4)
. PQS System	(3)
. Planned Maintenance System (PMS) Intro	(1)
. Maintenance - Painting and Preservation	(2)

Shipboard Life is a topic addition. A realistic view of life at sea in a space restricted living and working environment is essential to prepare the novice for shipboard duty. Living and working safely as well as surviving in event of emergency depends upon everyone being able to accomplish duty assignments competently. The trainee should understand the importance of cleanliness, courtesy, and dependence upon others. Methods for preventing boredom and using off-watch time to good advantage during long months at sea should be pointed out. Deck equipment and marlinspike seamanship require a hands-on-type training area to effectively accomplish training. Line and rope handling afloat presents an entirely different problem than knot tying with cord.

PQS training should encompass only those parts of the system which the nonrated individual must know to meet initial duty requirements. Novice seaman will not, for example, be expected to sign-off on certifications. The general rules and purpose of the system should, however, be understood. Similarly, the PMS introduction should make the trainee aware that an organized system of maintenace and repair does exist within which work will be accomplished.

Painting and preservation encompasses many types of compounds and their use. Two periods will not allow complete coverage. Only those areas critical for nonrated individuals should be included in the lesson, with an orientation or overview of the overall corrosion problem.

SURVIVAL	
	Periods
. Watchstanding Procedures	(2)
. General Drills	(4)
. Damage Control	(4)
. Sound Powered Phones	(4)
. Fire Fighting	(16)
. NBC Defense	(8)
. First Aid	(8)
. Water Survival	(8)

The topics grouped in this module logically result from the interrelationships between safety and security of ship and crew. This consideration should be addressed during module orientation with each topic related to others in the instructional module. The purpose of watchstanding is to maintain a safe operating condition aboard ship at all times and to spread the alarm when abnormalities occur or assistance is needed. This is true whether on the bridge, in the engine room, or in quarters.

General drills provide planned actions to meet emergency conditions. Damage control may be required as a result of storm, accident, equipment

failure, or enemy action. Special training is required and special teams are formed to counteract emergency conditions and breakdowns. Thus damage control, fire fighting, and NBC defense training become an "all hands" evolution. The basic communication tool available to all hands during normal operating and emergency conditions is the sound powered phone. Everyone must be completely familiar with its use and proper talking procedures in order to maintain the safety and integrity of ship operation. First aid should be associated as necessary training in case of accident or casualty. In a worst case situation, knowledge of water survival may save a life. The requirements for most of this training are contained in Navy regulations and require PQS or service record entry.

SUPPORT	Periods
. Counseling	(6)
. Test & Evaluation	(3)
. Unit Functions	(6)
. Inspection	(8)

The support functions are tasks conducted by unit leaders, instructors, and staff for the purpose of accomplishing training associated functions necessary for a smooth running program. Counseling is discussed in the Phase I support module of this appendix. Test and evaluation and inspection procedures may require that criterion be developed. Criterion standards should be made clear to trainees. Again, this training phase is heavily concentrated on academic learning and every effort should be made to assist the trainee in achieving. The major purpose of inspection during this phase is to reinforce Phase II inspection training by insuring individual trainees maintain and develop, as a matter of personal habit, readiness to meet inspection standards required for safety and well being in the fleet. Formal Saturday morning inspections should be conducted in seasonal dress uniform to provide realism and training in the correct wearing of the uniform.

DAILY ROUTINE	Periods
. Physical Fitness	(32)
. Morning Colors, Muster & Personnel Inspection	(9)
. Evening Colors and Ship's Company Review	(12)
. Personal Time	(29)
. Study Time	(26)
. Evening Routine	(42)

DAILY ROUTINE (continued)	Periods
. Church Call	(9)
. Controlled Liberty	(21)
. Meals	(84)

See Daily Routine comments for Phase II.

PHASE IV - DETACHMENT AND TRANSFER.

ORIENTATION	Periods
. Phase Orientation	(.5)
. Daily Routine	(.5)

The Phase IV orientation module establishes the activities and variations to be expected during this training phase. For the most part the daily routine will remain unchanged. Some variation may be required to accomplish departure procedures.

TRANSFER	Periods
. Detachment, Transfer and Reporting Procedures	(7)
. Next Station Briefing	(2)
. Leave, Liberty, Conduct Ashore	(1)

This time has been allocated to provide instruction and accomplishment of typical administrative requirements and procedures encountered when transferring from one activity to another. A briefing on next duty station has been included. It is anticipated that booklets can be developed for handouts on the major duty stations to point out problems which might be encountered as well as pertinent geographical facts. Time has been allocated to brief on leave, liberty, and conduct expected of the trainee while traveling on leave or on liberty in a foreign port. Included should be instructions on emergency situations, requesting assistance, if needed, and reporting unexpected delay to assigned organization.

SUPPORT	Periods
. Unit Functions	(2)
. Graduation Review	(2)
. Departure	(1)
. Inspections	(2)

Unit functions and inspections are support functions provided to assist in maintaining quality control. The graduation review is the final ship's company review. The detachment and transfer phase description contained in section III of this report provides comments. Departure time is allocated to allow trainees and staff to accomplish final administrative procedures necessary during the departure process.

DAILY ROUTINE	Periods
. Physical Fitness	(3)
. Morning Colors, Muster & Personnel Inspection	(1)
. Evening Colors and Ship's Company Review	(2)
. Personal Time	(3)
. Study Time	(2)
. Church Call	(3)*
. Controlled Liberty	(4)*
. Meals	(9)(12)*

See Daily Routine comments for Phase II. It is possible for the short Phase IV to fall over a weekend. In such cases additional activities are marked by an *.

APPENDIX B

TOPIC WORKSHEET SUMMARIES

This appendix describes the curriculum topic worksheet summaries. Each topic summary presents the following information: topic, priority, phase/module, training time estimate, authority/source references when determinable, task statement, and instructional comments.

For quick reference to topic loading by instructinal phase, a topic matrix (figure B-1) is provided preceding the topic summaries. The time estimates reflect direct instruction or attention to training based upon trainee time involvement in the event. For example, 21 hours of military drill is direct instruction. Time spent in application and practice of acquired training during ship's company review falls under that category rather than military drill. In other cases, such as pay day or meals, training occurs and time is accounted for although the activities are not considered formal instruction.

This appendix contains a sampling only of the topic worksheet summaries. The total detailed set is available under separate cover as a supplement to this report. If not received with initial distribution of the report, Navy activities concerned with recruit training curriculum development may request supplement I from the Training Analysis and Evaluation Group, Orlando, Florida 32813 (Autovon 791-5673).

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Receiving/Check In	1	2	-	-	-	2	-	2
Phase Orient./Daily Routine	2	2	2	1	1	2	4	6.5
Haircut	1	1	1	2	-	1	3	3
Initial Issue/Ditty Bag	1	2	-	-	-	2	-	2
Removal - Personal Effects	1	2	-	-	-	2	-	2
Uniform Issue/Tailoring[1]	1	5	6	-	-	5	6	9
Uniform Marking[1]	1	2	2	-	-	2	2	3.5
Medical/Dental Processing[2]	2	4	-	-	-	4	-	4
Dental Availability[3]	2	4	-	-	-	4	-	4
Innoculations	2	1	1	1	-	1	2	2.5
Blood Donation	2	3	-	-	-	3	-	3
Adaptive Testing	1	3.5	-	-	-	3.5	-	3.5
Def. Drive Pretest	1	.5	-	-	-	.5	-	.5
Swim Qual.	1	3	-	-	-	3	-	3
Physical Fitness	1	18	20	32	3	18	55	55
Research Testing	3	4	-	-	-	4	-	4
Records Initiation	1	3	-	-	-	3	-	3
ID Cards/Identification Tags[2]	2	1	-	-	-	1	-	1

[1] Uniform Issue/Tailoring/Marking. Phase I: Split initial issue with second issue during Phase II.

[2] Candidates for future transfer to Armed Forces Entrance and Examination Station (AFEES) as part of enlistment package. Phase I: Medical Dental Processing (2 hours), Innoculations (1 hour), ID Cards and Tags (1 hour), Preclassification Briefing (2 hours), Classification Interview (4 hours), Uniform Code of Military Justice (UCMJ) (4 hours). Total: 14 hours.

[3] Dental availability on individual excused basis after Phase I.

Figure B-1. Topic Matrix

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Payday	1	1	1	1	1	1	3	3
Pre-Class Brief[2]	1	2	-	-	-	2	-	2
Classification Interview[2]	1	4	-	-	-	4	-	4
Records/Adaptive Review	1	2	-	-	-	2	-	2
Hometown News Release	2	1	-	-	-	1	-	1
UCMJ[2]	1	4	-	-	-	4	-	4
Discharges	2	1	-	-	-	1	-	1
Chaplain Intro	2	1	-	-	-	1	-	1
Church Call	3	4	6	9	3	4	18	16
Navy Relief/Red Cross	2	1	-	-	-	1	-	1
RTC/NTC Rules, Regs & Fam	1	2	-	-	-	2	-	2
Military Drill	1	5	15	7.5	1.5	5	24	21
Uniform Stowing/Wear and Care	1	2	4	2	-	2	6	6
Hand Salute/Greetings	1	1	-	-	-	1	-	1
Personal Hygiene	1	12	3	-	-	12	3	14
Barracks Orient./Upkeep	2	11	19.5	18.5	4.5	11	52.5	46
Unit Inspections	2	6	14	8	2	6	24	22

Figure B-1. Topic Matrix (continued)

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Work Party Indoctrination	1	16	-	-	-	16	-	16
Unit Leader Counseling	1	10	4	6	1	10	11	17.5
Form/Commissioning T.U.	1	2	-	-	-	2	-	2
Training Unit Movement Time	1	16	-	-	-	16	-	16
Bks Move to Training Area	2	2	-	-	-	2	-	2
General Military Training	DR[4]	14	-	-	-	14	-	14
Meals	DR	48	60	84	9	48	102	150
Scheduled Entertainment	DR	4	-	-	-	4	-	4
Base & Telephone Exchange	DR	4	-	-	-	4	-	4
Evening Routine	DR	3	22	42	3	3	67	48
Leadership Concepts	3	-	-	2	-	-	2	1.5
Morning Colors, Pers Inspection, Quarters for Muster[5]	2	2	5	9	1	2	15	12
WQ&S Bill	3	-	1	-	-	-	1	.5
Chain of Command	2	-	1	-	-	-	1	.5
General Order #21	2	-	1	-	-	-	1	.5
Code of Conduct	2	-	.5	-	-	-	.5	.5
Geneva Convention	2	-	.5	-	-	-	.5	.5
Intro to Weaponry	2	-	24	-	-	-	24	16

[4] DR = daily routine

[5] Morning Colors, Quarters for Muster, Personnel Inspection. Phase I: Introduction Walk-through. Phase II: 1 hour formal instruction.

Figure B-1. Topic Matrix (continued)

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Test and Evaluation	2	-	2	3	-	-	5	3.5
Unit Functions	1	-	4	6	2	-	12	8
Eve. Colors & Ship's Company Review	DR	-	7	12	4	-	23	15.5
Personal Time	DR	2	17	29	3	2	49	33
Study Time	DR	-	15	26	2	-	43	28.5
Controlled Liberty	DR	-	6	21	4	-	31	20.5
Mission and Threat	2	-	-	2	-	-	2	1.5
History and Tradition	2	-	-	2	-	-	2	1.5
Navy Organization	2	-	-	3	-	-	3	2
Navy Regulations	2	-	-	2	-	-	2	1.5
Security	2	-	-	3	-	-	3	2
Career Incentives	2	-	-	.5	-	-	.5	.5
Medical Benefits	2	-	-	.5	-	-	.5	.5
Educational Benefits/Programs	2	-	-	2	-	-	2	1.5
Service Record	3	-	-	1	-	-	1	.5
Advancement Procedures	2	-	-	2	-	-	2	1.5
Jumps - Pay and Allowance	2	-	-	2	-	-	2	1.5

Figure B-1. Topic Matrix (continued)

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Jumps - Financial Management	2	-	-	2	-	-	2	1.5
Human Values	3	-	-	2	-	-	2	1.5
Human Resource Management	2	-	-	20	-	-	20	13.5
Enlisted Uniform Recognition	2	-	-	2	-	-	2	1.5
Officer Uniform Recognition	2	-	-	2	-	-	2	1.5
Other Service Recognition	3	-	-	1	-	-	1	.5
Awards and Decorations	3	-	-	1	-	-	1	.5
Ship and Aircraft Fam.	3	-	-	5	-	-	5	3.5
Small Boats	3	-	-	1	-	-	1	.5
Shipboard Life	2	-	-	3	-	-	3	2
Safety	2	-	-	3	-	-	3	2
Watchstanding[6]	2	1	1	2	-	1	2	2.5
General Drills	2	-	-	4	-	-	4	2.5
Honors and Ceremonies	2	-	-	2	-	-	2	1.5
Deck Equip/Nomenclature[7]	2	-	-	2	-	-	2	1.5
Marlinspike Seamanship[7]	2	-	-	4	-	-	4	2.5
Personnel Qual. System[7]	2	-	-	3	-	-	3	2
Planned Maint. System[7]	3	-	-	1	-	-	1	.5

[6] Watchstanding. Formal instruction only. Phase I: Duties of Sentinel.

[7] Candidates for future transfer to Apprentice Training (AT)--Phase III: Deck Equipment/Nomenclature (2 periods), Marlinspike Seamanship (4 periods), PQS System (3 periods), Planned Maintenance Introduction (1 period), Maintenance - Painting and Preservation (2 periods). Total: 12 periods (8 hours).

Figure B-1. Topic Matrix (continued)

TOPIC	Priority	P&O - Phase I (Hours)	Basic Mil. - Phase II (Periods)	Basic Navy - Phase III (Periods)	D&T - Phase IV (Periods)	TOTAL		
						Hours	Periods (40 min.)	Contact Hours
Maint. - Painting & Preservation[7]	2	-	-	2	-	-	2	1.5
Damage Control	1	-	-	4	-	-	4	2.5
Sound Power Phones	2	-	-	4	-	-	4	2.5
Firefighting	1	-	-	16	-	-	16	10.5
NBC Defense	2	-	-	8	-	-	8	5.5
First Aid	2	-	-	8	-	-	8	5.5
Detach., Transfer and Reporting	2	-	-	-	7	-	7	4.5
Next Station Brief	2	-	-	-	2	-	2	1.5
Leave, Liberty, Conduct Ashore	2	-	-	-	1	-	1	.5
Departure	1	-	-	-	1	-	1	.5
Water Survival	2	-	-	8	-	-	8	5.5

NOTE: Blank spaces on some topic worksheet summary sheets indicate information not determined or not validated at time of publishing.

Figure B-1. Topic Matrix (continued)

NAVY RECRUIT TRAINING OPTIMIZATION
TOPIC WORKSHEET SUMMARY

TOPIC TOTAL TRAINING PROGRAM ORIENTATION & WELCOME PRIORITY 2

PHASE/MODULE NAVY PROCESSING & ORIENTATION/RECEIVING TNG TIME EST 2 HOURS

AUTHORITY/SOURCE REFERENCES

OPNAVINST 3120.32

TASK STATEMENT

WELCOME RECRUITS

PROVIDE OVERVIEW OF RECRUIT TRAINING PROGRAM

PROVIDE OVERVIEW OF PHASE EVOLUTIONS - RELATE TO MAJOR GOALS
PERSON-PLACE-FUNCTION

INSTRUCTIONAL COMMENTS

- CO'S WELCOME FOR COURTESY AND MOTIVATION. CONSIDER SHORT A/V MOTION FILM CLIP BY COMMANDING OFFICER EXPRESSING EXPECTATIONS FOR EACH RECRUIT TO BE ACCOMPANIED BY PERSONAL REPRESENTATIVE WELCOME (P&O OFFICER).
- ORIENTATION SHOULD PROVIDE ESSENTIALS OF ACTIVITIES TO BE CONDUCTED IN PLAIN ENGLISH (NOT NAVY ACRONYMS) SO RECRUITS WILL UNDERSTAND THE CHAIN OF EVENTS SCHEDULED FOR COMPLETION.
- NON-TESTABLE.

NAVY RECRUIT TRAINING OPTIMIZATION
TOPIC WORKSHEET SUMMARY

TOPIC NAVY ORGANIZATIONAL STRUCTURE PRIORITY 2

PHASE/MODULE BASIC NAVY/DUTY TNG TIME EST 3 PERIODS

AUTHORITY/SOURCE REFERENCES

OPNAVINST 3120.32

NAVPERS 1613P-F, pp. 183-195

BJM (19TH ED.), CHAP. 25

TASK STATEMENT

PROVIDE INFORMATION ON THE ORGANIZATION OF THE DEPARTMENT OF THE NAVY AND TYPE OF FLEET, SHIP AND SHORE UNITS AS PROVIDED IN STANDARD ORGANIZATION PLAN.

PROVIDE INFORMATION ON NAVY RATING STRUCTURE AND RELATE TO DIVISION AND DEPARTMENTAL STRUCTURE IN THE OPERATIONAL ENVIRONMENT.

INSTRUCTIONAL COMMENTS

PLACE CONCEPT OF SEAMAN AND FLEET, OPERATIONAL AREAS, TASK FORCES, CRUISERS HOMEPORT, ETC.

TESTABLE.

SAMPLE

NAVY RECRUIT TRAINING OPTIMIZATION
TOPIC WORKSHEET SUMMARY

TOPIC UNIT FUNCTIONS PRIORITY 1

PHASE/MODULE DETACHMENT & TRANSFER/SUPPORT TNG TIME EST 2 PERIODS

AUTHORITY/SOURCE REFERENCES

TIME REQUIRED TO ACCOMPLISH UNIT FUNCTIONS.

TASK STATEMENT

HAIRCUTS
PAYDAY
SEASONAL IMMUNIZATION
VOTING
EXCHANGE VISITS
SPECIAL STAFF BRIEFINGS

INSTRUCTIONAL COMMENTS

NON-TESTABLE

SAMPLE

NAVY RECRUIT TRAINING OPTIMIZATION
TOPIC WORKSHEET SUMMARY

TOPIC CLOTHING ISSUE/MARKING AND TAILORING PRIORITY 1

PHASE/MODULE BASIC MILITARY/UNIFORMING TNG TIME EST 8 PERIODS

AUTHORITY/SOURCE REFERENCES

SECNAVINST 7220.76A

CNO LTR PERS 18 OCT 1977

TASK STATEMENT

ISSUE REQUIRED UNIFORMS. PROVIDE INSTRUCTION IN PROPER PROCEDURES FOR UNIFORM MARKING AND STENCILING AND ENSURE UNIFORMS ARE PROPERLY FITTED AS SPECIFIED BY UNIFORM REGULATIONS.

INSTRUCTIONAL COMMENTS

CONSOLIDATE ISSUE AND TAILORING

NON-TESTABLE--PHASE EVALUATION ONLY

APPENDIX C

SOCIAL INDICATORS

APPENDIX C

SOCIAL INDICATORS

This appendix provides social and economic trends in the United States that impact on future planning of Navy recruit training. For years various departments of the Federal Government have collected and published projections and trends relating to population mix, social patterns, and economic factors. Since the beginning of this decade the Department of Commerce has collected and consolidated this data and spotlighted trends that can be used by managers in planning.

Like large industrial organizations, the Navy reflects society from which the work force is recruited. More and more the individual industrial employer is concerned with the total individual and the need to make him a more productive member of the organization. It is not unusual for the educator or industrial manager to plan 10 to 20 years into the future relating to social and economic changes and how the organization must plan for these changes.

The staff responsible for initial training in the Navy must be cognizant of the kinds of data discussed below. Programs to meet Navy missions must cope with the ethnic diversity of the population, the trends in family composition, educational attainment, social participation, and the fact that many of our young people enter the service as the only source of a job.

UNITED STATES POPULATION

The Navy has recognized[20] that the population age group from which it recruits its personnel will be reduced during the next 10 to 15 years. Table C-1 provides the actual and projected total population from 1970 through 1990. The 14 to 17 age group peaked at 16.9 million in 1975 and is expected to decline to only 12.9 million by 1990. The 18 to 24 age group is expected to peak in 1981 with an estimated 29.5 million and will be reduced to 25.2 million by 1990. This decline is expected to continue through the year 2000 with less than 20 million within the enlistment eligible age bracket. This decline in the population growth rate is expected to drop to an estimated 0.5 percent in 2040 from the actual rate of 1.5 percent in 1960.

EDUCATION AND JOBS

The growth of school participation reached its historical peak in 1975 when close to 99 percent of the population 5 to 13 years were enrolled in elementary schools. During this same period 94 percent of the 14 to 17 age group were enrolled in secondary or trade schools. Therefore, the peak of projected high school graduates will be the latter part of the 1970s. In spite of the high rates of enrollment from the fifth through the twelfth grades, there is a significant dropout rate of these students. For example,

[20] OPNAV Instruction 5310.13, Subj: Manpower, Training and Personnel Plan.

TABLE C-1. POPULATION TRENDS BY SELECTED AGE GROUPINGS: 1970-1990 (Thousands)

Year	Total U.S. Population	14 to 17 Years of Age	18 to 24 Years of Age
1970	204,879	15,910	24,683
1971	207,045	16,281	25,776
1972	208,842	16,556	25,901
1973	210,404	16,746	26,381
1974	211,909	16,878	26,908
1975	213,450	16,923	27,597
1976	215,074	16,879	28,161
1977	216,814	16,774	28,616
1978	218,678	16,632	28,967
1979	220,663	16,259	29,282
1980	222,769	15,753	29,441
1981	224,963	15,212	29,488
1982	227,207	14,650	29,332
1983	229,484	14,305	28,998
1984	231,776	14,259	28,458
1985	234,068	14,388	27,834
1986	236,345	14,311	27,069
1987	238,596	13,980	26,435
1988	240,809	13,502	25,960
1989	242,973	13,027	25,621
1990	245,075	12,941	25,162

Source: U.S. Department of Commerce, Bureau of Census, Current Population Reports

the Department of Health, Education and Welfare reported that approximately one-fourth of students that entered the fifth grade in 1966 failed to graduate from high school 7 years later.[21]

Despite the dropout trend, the average years of school completed continues to improve. Actual achievement--that which is learned in school--however, is less satisfactory. Much has been reported at both the Federal and state level on functional competence of the adult population. For example, it has been estimated that in excess of 11 percent of high school graduates function in society with difficulty. That is, they could not function relative to writing, reading, and computation in the world of work. Surprising too, was the fact that 2 percent of college graduates had difficulty with the same basic functions. Various states are addressing the need to emphasize basic skills; however, society cannot expect any major improvement of skill level until the late 1980s due to educational system implementation time.

While this information is essential to Navy planners, of more significance is the interest in fields of work. This is indicated by table C-2 which shows shifting interests in awarded Bachelor's degrees in major fields.

TABLE C-2. BACHELOR'S DEGREE LEVEL MAJORS

MAJOR FIELD	Percent of Degrees Awarded	
	1955	1975
Social Science	14.4	25.6
Education	18.5	21.1
Natural Science	20.1	15.1
Humanities	12.2	16.9
Other Fields	34.7	21.4

The significant change of degree recipients is toward degrees in the social sciences and a decline of degrees awarded in physical sciences. There has been even a greater decline in the physical sciences and engineering at the graduate level. Of significance is the wide participation of adults in education and training programs. For example, in 1972 one-eighth of the total population 17 years old and older were involved in such programs. This excluded full-time regular students. Many of these programs parallel those supported by the Navy.

[21] U.S. Department of Health, Education and Welfare, National Center for Education Statistics.

As noted in the trend toward social sciences at the college level, the occupational distribution of the employed work force has moved toward clerical-sales and service occupations. The major emphasis toward service occupations is resulting in a shortage of skilled and technical workers. This has resulted in many industries sending prospective employees to high school who are willing to learn specific skills prior to graduation which, in turn, guarantees a job at graduation.

During 1978 six million would-be workers, nearly all unskilled, remained jobless. The rate of unemployment covering the last 10 years is shown in table C-3. The majority of unemployed are those attempting to enter the work force without proper training. It is not inconceivable that the Navy will be forced to utilize a percentage of this group in the future.

TABLE C-3. UNEMPLOYMENT RATES OF PERSONS 16 YEARS OLD AND OVER BY SEX

YEAR	TOTAL POPULATION		MALE		FEMALE	
	PERCENT	NR. (THOUSANDS)	PERCENT	TOTAL	PERCENT	TOTAL
1967	3.8	2,817	3.1	1,508	5.2	1,467
1968	3.6	2,817	2.9	1,419	4.8	1,398
1969	3.5	2,831	2.8	1,403	4.7	1,428
1970	4.9	4,088	4.4	2,235	5.9	1,853
1971	5.9	4,993	5.3	2,776	6.9	2,217
1972	5.6	4,840	4.9	2,635	6.6	2,205
1973	4.9	4,304	4.1	2,240	6.0	2,064
1974	5.6	5,076	4.8	2,668	6.7	2,408
1975	8.5	7,830	7.9	4,386	9.3	3,445
1976	7.7	7,288	7.0	3,968	8.6	3,320
1977	6.3	6,842	6.9	3,618	8.4	3,224

SOURCE: U.S. Department of Labor, Employment and Training Report of the President, 1977

APPENDIX D

CURRICULA HISTORICAL DATA

APPENDIX D

CURRICULA HISTORICAL DATA

The conduct of entry training programs by the DOD services is based in public law. These programs have always had high visibility and in recent years have been of greater concern not only to the services but to OSD and the Congress. This concern has included such items as costs, quality of training, maltreatment of trainees, and the impact of the training upon retention.

The length of Navy recruit training has been continually adjusted in an attempt to solve problems identified by management. Since 1944 the Navy has reviewed its curriculum and the length of recruit training approximately 26 times. This has resulted in the Navy Recruit Training Commands having to make major adjustments to their programs about every 18 months. Too often these changes have had to be implemented within a very short time frame. This has resulted in responsible staffs having to develop new curricula, instructor guides, and training support items with less than adequate lead time. Likewise, the all important Company Commander has had to respond to these rapid changes with little time to prepare for the program changes.

Table D-1 provides changes in the length of recruit training for the past 34 years. This information was generated from curricula on file at CNTECHTRA. A review of the Army, Air Force, and Marine Corps recruit/basic training shows that length of training has historically been stable. Further, proposed changes in the length of recruit training have been the result of long-term planning. For example, the Army for a number of years conducted two basic training programs, Basic Combat Training (BCT) for male recruits and Basic Training (BT) for female recruits. Each of these programs was 7 weeks in length. As a result of a decision by the Department of the Army, it was decided to combine BCT and BT into one program. This revised program was implemented in October 1977 as the result of over 3 years planning and an extensive pilot program that was conducted at Fort Jackson, SC.

Since 1956 the Air Force has had only three changes in the length of their basic training. While the length has been stable, the Air Force has continued to improve the curriculum and has made changes in presentation of topics to meet the needs of their service and the newly enlisted airman. Table D-2 provides the dates that changes in the length of the Air Force program took place. Presently there are no plans to change the length of their training.

TABLE D-1. CHANGES IN THE LENGTH OF NAVY RECRUIT TRAINING

MONTH/YEAR	LENGTH OF TRNG	MONTH/YEAR	LENGTH OF TRNG
Oct 1944	12 to 20 weeks*	Jan 1966	8 weeks
Sep 1945	10 weeks	Feb 1966	9.5 weeks
Dec 1947	14 weeks**	Dec 1968	8 weeks
Aug 1951	11 weeks***	May 1969	9 weeks
Jun 1952	9 weeks	Sep 1969	10 weeks
Nov 1953	11 weeks	Jul 1970	11 weeks
Oct 1954	9 weeks	Mar 1971	9 weeks
Nov 1955	10 weeks	Jun 1972	7 weeks
Nov 1956	9 weeks	Oct 1972	7.4 weeks
Jun 1958	11.5 weeks	Jan 1973	7.6 weeks
Oct 1961	11.7 weeks	Sep 1973	9 weeks
Sep 1963	9 weeks	Feb 1977	8 weeks
Aug 1965	7 weeks	Oct 1978	7.7 weeks****

*In 1944, all recruits received a 9-week common core of training. The best qualified trainee received a total of 12 weeks of basic training. The remaining recruits were assigned to special training that emphasized both military orientation and basic skill training in reading, writing, and arithmetic. These trainees could complete their training at 16, 17, 18, 19, or 20 weeks of training. Graduation for initially less qualified recruits was based on weekly progress.

**The 14-week curriculum included 10 weeks of formal instruction, 1 week service week, 2 weeks leave, and 1 week of retraining after leave. Available curriculum options allowed for 9, 8, or 7 weeks of formal training. Formal training was conducted on Saturday.

***The 1951 recruit training program devoted 10 weeks to training and 1 week to service days. During this period, the typical Saturday schedule included recruit companies participating in formal review and inspections. Commencing at 1145, liberty was authorized until 2400 for those recruits qualified. Saturday afternoon was devoted to training nonqualified recruits, including swimmers. The practice of using Saturday as a training day was continued until 1968 when the approved curriculum allowed commands to use time available on weekends at their discretion.

****The 7.7 week program implemented on 1 October 1978 provides an example of how responsible staffs and the RTCs have been required to respond to rapid change. In February 1977, the Navy instituted an 8-week program that was the result of concentrated planning effort by a task group established by CNET and chaired by the CNTECHTRA. Due to direction by higher management, the CNET was directed to eliminate ships work and conduct recruit mess under contract. This revised plan required recruit training to be conducted in 6.7 weeks (47 days). Based on later changes by the Congress, the Navy was directed to place ships work back in the curriculum and develop a 7.7 week (54 days) training program. This resulted in the CNTECHTRA Staff and the RTC Staff being required to develop three different programs, revising schedules, preparing instructor guides, and the training of staff personnel without the time for proper planning and support.

TABLE D-2. CHANGES IN THE LENGTH OF AIR FORCE BASIC TRAINING

Month and Year	Length of Training
July 1956	11 weeks
February 1960	8 weeks
July 1966	6 weeks

The Marine Corps has conducted formal recruit training since 1911. During the 67 years that this program has been conducted, the Marine Corps has made only 10 changes. Most of these changes took place between 1939 and 1954. Table D-3 provides changes in the length of Marine Corps Recruit Training.

TABLE D-3. CHANGES IN THE LENGTH OF MARINE CORPS RECRUIT TRAINING (MALE ONLY)

YEAR	LENGTH OF TRAINING
1911	14 weeks*
1917	8 weeks
1939	4 weeks**
1941	8 weeks***
1947	10 weeks
1950	8 weeks
1952	9 weeks
1954	10 weeks
1964	9 weeks
1971	11 weeks
1978	10 weeks****

*Recruit training program established by the Marine Corps.

**Marine Corps required to double its size due to pre-war overseas requirement. The 4 week curriculum was determined to be unsatisfactory.

***In addition to the weeks shown, Marine Corps, like the Army, allocated several days for processing and forming. This practice continues at the present time.

****The Marine Corps changed the length of training to 10 weeks during October 1978. This includes 9 weeks of training and 1 week mess and maintenance. This is a reduction of 1 week of training from the 11 week program initiated in 1971. It should be noted that a pilot 9 week training program was conducted in the Spring of 1978 at MCRD Parris Island.

This appendix has provided information on changes in the length of recruit training by the services. It should be noted that each service has based the length of initial training upon the individual service's mission.

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